

A Level Psychology

Subject Intent Statement

The study of Psychology must focus on understanding human behaviour and interactions. It must provide an awareness of mental health issues and develop an improved understanding of psychological and behavioural aspects of personality. Understanding human behaviour to transfer skills into the workplace when managing/communicating with other individuals is paramount. Students must be encouraged to develop their own awareness of contemporary issues within society.

Aims

- Develop essential knowledge and understanding of different areas of the subject and relate each topic to others using evaluative skills and critical thinking
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods, assessing where information is reliable and valid, critically evaluating the usefulness of facts and figures we are presented with in society
- Develop competence and confidence in a variety of problem-solving skills, developing resilience through practice
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy, society and policies from governments.

Key Concepts		Key Language/Terminology	
Year 12	Year 13	Year 12	
Year 1 Approaches Part 1: Biopsychology (detailed) Part 2: Attachment Research Methods Social Influence Memory Abnormality	Year 2 IDAs Research Methods Option 1: Relationships Option 2: Schizophrenia Option 3: Forensic Psychology Research Methods: Data Analysis	Year 1Approaches-Origins-Behaviourism & SLT-Cognitive approach-Biopsychology approach-Humanistic approach-Humanistic approach-Psychodynamic approach-Psychology (detailed)-Nervous System-Neurons-Endocrine System-Localisation-Brain Plasticity-Split Brain research-Ways of investigating-Circadian rhythms-Ultradian rhythms-Infradian rhythms-Infradian rhythms-Schaffer & Emmerson-Attachment Figures-Schaffer & Emmerson-Animal Studies-Learning Theory of Attachment	Ye IDJ Free Ge Ho Eth Na Re Sig Or Int Se So So Ec Ru Du Le Vii Pa Re

Year 13

ear 2

- A's:
- ee will & Determinism
- ender Bias
- olism vs Reductionism
- hical Implications
- ature vs Nurture

esearch Methods:

evision of Research Methods gn Test

ption 1: Relationships

- tro to Relationships
- exual Selection
- traction
- ormation
- cial Exchange Theory (SET)
- conomic
- usbult Investment Model
- JCK
- e Dissolution
- rtual Relationships
- arasocial Relationships
- eward Need Satisfaction Model

		- Bowlby	Pa
		- Ainsworth	E
		- Cultural Variations	
		 Maternal Deprivation 	0
		 Privation and Deprivation 	In
			D
		Research Methods	Bi
		 Hypothesis and Variables 	Bi
		- Sampling	P
		 Experimental Methods 	P
		 Experimental Design 	In
		- Case Studies	
		- Ethics	0
		 Reliability & Validity 	D
		- Correlations	T
		- Observations	B
		- Content Analysis	A
		 Analysing Data 	G
		 Conducting own practical Experiment 	E
		Social Influence	C
		 Intro to conformity 	D
		- Asch	P:
		- Explaining Conformity	C
		- Conforming to Social Roles	B
		 Obedience (Milgram) 	A
		- Disposition Factors	R
		- Locus of Control	
		 Minority Influence 	<u>R</u>
		- Social Change	St
		Memory	Si
		- EWT	G
		- Coding, Capacity and Duration	
		- MSM	E
		- Types of LTM	
		- WMM	N N
		- Interference	2
		- Retrieval Failure	
		- EWI	
		- Anxiety and EWT	
		- Cognitive Interview	
		- Definitions of Abnormality	
		- Cognitive Approach to evolutions and treating	
		- Cognitive Treatments	
		- Phohias	
		- OCD	
Curriculum C	oherence		

Year 12

Developing and making wider links to GCSE Science, English, Maths to draw on the knowledge and introduce the different approaches with. All A-Level content (aside from the bridging work over Summer) is new content and thus the course begins each concept/ideology/module with definitions and key studies, linking with the x3 assessment objectives. Students will be able to identify and continue to develop their skills from the assessment objectives and apply these across all modules in both year 12 and year 13, as they underpin everything we do in Psychology.

Parental Investment volution Relationship Breakdown

Option 2: Schizophrenia

ntro to Schizophrenia iagnosis iological Explanations iological Treatments Psychological Explanations Psychological Treatments nteractionist Approach

Option 3: Forensic Psychology

Defining Crime op-Down Approach Bottom-Up Approach Atavist Approach Genetic and Neural Approach Sysenck Theory Cognitive Approach Differential Association Theory Psychodynamic Theory ustodial Sentencing Behaviour Modification Inger Management Restorative Justice

esearch Methods- Data Analysis:

tandard Deviation ign Test Graphs & Types of Data Choosing a Test rrors Mann Whitney Vilcoxon pearman Rho Chi Squared Related T-test **Jnrelated T-test**

Peer Review

Reliability & Validity Recap

Medium Term Plan Title/Topic	Key Themes	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Approaches	Origins of psychology, behaviourism, cognitive, biological, humanistic and psychodynamic approach	Approaches underpinning all modes of research in Psychology. Studying Psychology through each lens of: Behaviourist approach, cognitive neuroscience, humanistic approach, biopsychology, psychodynamic approach	Oracy, independent research, paired work, class feedback, evaluation of each approach in their successes in explaining human behaviour	 classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. Humanistic Psychology: free will, selfactualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. 	End of Topic assessment	Essay 16 marker
Biopsychology	Nervous and endocrine system, the brain, biological rhythms	Biological structures (body and brain) which affect human behaviour, interactionist approach (understanding that biopsychology only provides half an explanation for behaviour)	Listening and oracy skills (working in pairs). Collaborating as a class to build AO3 knowledge. Gathering and evaluating written resources/ biopsychological explanations	 The divisions of the nervous system: central and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline. Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle 	End of Topic assessment	Essay 16 marker 3 hours Up-Learn/ alternative revision tasks (WEEKLY)

Attachment	Role of different parents, animal studies, issues with poor attachment	Secure, insecure-avoidant, insecure-resistant attachment types Cultural differences in attachment types/ parenting Impact on IQ/ behaviour on children in orphanages (Bowlby's monotropic theory)	Examine evidence and speculate about early attachments in childhood & the impacts of different parenting attachments Evaluate and examine impacts of orphanages (Romanian Orphans) via class discussion/ board-work Oracy skills developed through class feedback/ paired work	 Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood and adult relationships, including the role of an internal working model.
Research Methods	Planning and executing the experiment, analysing data, reviewing research	Sampling techniques, observations, reliability, validity, Type 1 and 2 errors, investigation techniques, methodology, statistical testing, significance levels, how to create and test the hypothesis of a robust experiment	Independent research (summer project) with complete written dissertation-style 'report' (exposes students to liaise with public & develop oracy skills)	 Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. Self-report techniques. Questionnaires; interviews, structured and unstructured. Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. Content analysis. Case studies. Aims: stating aims, the difference between aims and hypotheses. Hypotheses: directional and non-directional. Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. Pilot studies and the aims of piloting. Experimental designs: repeated measures, independent groups, matched pairs. Observational design: behavioural categories; event sampling; time sampling. Questionnaire construction, including use of open and closed questions; design of interviews. Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. Control: random allocation and counterbalancing, randomisation and standardisation. Demand characteristics and investigator effects.

End of Topic assessment	Egg baby journal Essay 16 marker 3 hours Up-Learn/ alternative revision tasks (WEEKLY)
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		 Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. The role of peer review in the scientific process. The implications of psychological research for the economy. Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data, including meta- analysis. Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. Presentation and display of quantitative data:
		 calculation of range; calculation of percentages; positive, negative and zero correlations. Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Analysis and interpretation of correlation,
		 Levels of measurement: nominal, ordinal and interval. Content analysis and coding. Thematic analysis. inferential testing Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the



				Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.
Social Influence	Research into majority and minority influence, obedience, social change	Causes of conformity, mob mentality, effects of authority, Milgram, Zimbardo, locus of control, fascism scale	Examine and evaluate evidence (paired) for social influence historically (Mai Lai Massacre/ Holocaust/ Abu Ghraib Prison Class feedback on horrors of /mob mentality' behaviours	 Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. Explanations of resistance to social influence, including social support and locus of control. Minority influence including reference to consistency, commitment and flexibility. The role of social influence processes in social change.
Memory	Short term and long term memory, forgetting, police interviewing	Working memory model Multi-store model of memory Comparisons Research/ evidence Case studies of HM and CW to support existence of long term/ short term memory stores	Oracy developed through lots of class experiments Class feedback on quick-fire questions/ essays Developing emotional oracy through Eye-witness testimony (viewing an experiment of a false 'stabbing'	 The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview
Abnormality	OCD, depression and phobias. Exploration of causes and treatments	Understanding the causes and treatments for OCD, Depression and Phobias.	Interpret the impact of OCD, Depression and Phobias on the lives of sufferers Investigate causes and treatments for OCD and depression Evaluate explanations (genetics/ DNA/ cognitive explanations) intelligence by reflecting on your own experiences of mental health	 Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy

				 (CBT), including challenging irrational thoughts. The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 		
	Curriculum Coherenc	e				
Year 13	Year 2 begins with developing of IDA's, all of the module are option knowledge and skills from Year maturity from students as they	pracy skills through Issues, Debat ions topics, which are Relationsh 1 (such as Approaches and Rese touch on sensitive issues within	tes and Approaches, allowing nips, Forensic Psychology and earch Methods) and apply it to human behaviour, thus Year	students to be able to express their own views on ca Schizophrenia. This is where students can really grov the three options topics we study at The Garibaldi S 2 is primed for qualitative discussions on these subje	uses of human behaviour v their passion for Psychol chool. The Year 2, Paper 3 ct areas.	and study of the mind. After ogy and embed their topics require a level of
Medium Term Plan Title/Topic	Key Themes	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Issues, Debates, Approaches	Summer project: Independent research project linked to wider reading and independent learning. Culture and gender bias, androcentrism, alpha bias, beta bias, ethical issues in research and validity	Understanding of both sides of the arguments for: Nature vs nurture Holism vs reductionism Idiographic vs. nomothetic Gender bias Culture bias	Apply each debate to real- world situations through considering scenarios. Examining own assumptions and questioning them with each other/ as a class. Developing conclusions of best explanations to certain behaviours Expressing personal views with evidence for or against each debate. Development of oracy skills through group work (nature group vs. nurture group)	 Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including reference to social sensitivity 	Essay 16 marker teacher assessed ½ past paper (self-assess) (weekly) Exampro mini assessment (weekly in morning revision class, class-assessed) - Approaches 1 - Attachment 1 - Biopsychology 1 - Memory 1 - Memory 2	1 hour Research Methods booklet (weekly) ½ past paper (self-assess) (weekly) X3 hours Up/Learn/ other revision evidence (weekly) Essay 16 marker teacher assessed
Relationships	Formation, maintenance and breakdown, virtual and parasocial relationships	Filter models Formation of relationships Cost and reward in relationships Relationship breakdown Attraction	Discussion of what we look for in mate preferences Oracy developed through class discussion of what makes a successful relationship Use and evaluate physical oracy to understand what humans find attractive in potential mates	 The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. 	MOCKS JANUARY PAPER 1 & PAPER 2 TEACHER ASSESSED Essay 16 marker teacher assessed Exampro mini assessment (weekly in morning revision class, class-assessed) - Psychopathology 1 - Attachment 2 - Social Influence 1 - Social Influence 2 - Psychopathology 2	1 hour Research Methods booklet (weekly) ½ past paper (self-assess) (weekly) X3 hours Up/Learn/ other revision evidence (weekly) Essay 16 marker teacher assessed

				 Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. 		
Schizophrenia	Diagnosis, biological and psychological explanations and treatments	Diagnosis, causes and treatments of Schizophrenia, Schizophrenogenic mother, genetic explanations	Sensitively explore the role of the mother in causes of Schizophrenia and evaluate the effectiveness of this explanation Explore the impact of class on causes of Schizophrenia through developing understanding of poverty	 Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. 	Essay 16 marker teacher assessed End of topic assessment	1 hour Research Methods booklet (weekly) ½ past paper (self-assess) (weekly) X3 hours Up/Learn/ other revision evidence (weekly) Essay 16 marker teacher assessed
Forensic Psychology	Offender profiling, explanations of why people offend, punishments	Top-down approach to offender profiling Bottom-up approach to offender profiling Case studies Biological explanations to offending Eysenck	Develop emotional literacy through understanding and evaluating causes of why people commit atrocious crimes Criticise and evaluate the science behind causes of crime Through oracy, develop understanding of impact of childhood trauma/ how children are raised in whether they go on to commit crimes.	 Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes 	MOCKS MARCH PAPER 3 FULL PAPER TEACHER ASSESSED Essay 16 marker teacher assessed End of topic assessment	1 hour Research Methods booklet (weekly) ½ past paper (self-assess) (weekly) X3 hours Up/Learn/ other revision evidence (weekly) Essay 16 marker teacher assessed
Data Analysis	Statistical testing and data interpretation	Recap and revision of: Sampling techniques, observations, reliability, validity, Type 1 and 2 errors, investigation techniques, methodology, statistical testing, significance levels, how to create and test the hypothesis of a robust experiment	Whiteboard work for recall of statistical tests Class feedback/ developing WAGOLLs together on how to tackle research methods questions	Revision of YEAR 12 RESEARCH METHODS topic (see above).	12 marker practical question 'design your own research study'	1 hour Research Methods booklet (weekly) ½ past paper (self-assess) (weekly) X3 hours Up/Learn/ other revision evidence (weekly)