

A-level Psychology

Year Group 12

Year 12						
	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Social Influence	Social Influence	Social Influence	Memory	Research Methods Part 2	Research Methods Part 2
	Approaches	Research Methods	Attachment	Attachment	Approaches Part 2	Approaches Part 2
		Psychopathology	Memory			
Curriculum Knowledge	<ul style="list-style-type: none"> Types of conformity. Explanations for conformity and variables affecting conformity as investigated by Zimbardo. Origins of Psychology: Wundt and the emergence of Psychology as a science. 	<ul style="list-style-type: none"> Explanations for obedience and situational variables affecting obedience as investigated by Milgram. Dispositional explanation for obedience. Explanations of resistance to social influence. Minority influence. The role of social influence 	<ul style="list-style-type: none"> The multi-store model of memory and features of each store. Types of long-term memory. The working memory model and features of the model. Caregiver-infant interactions in humans, stages of attachment identified by Schaffer. 	<ul style="list-style-type: none"> Romanian orphan studies: effects of institutionalisation The influence of early attachment on childhood and adult relationships, including the role of an internal working model. Explanations for forgetting. Factors affecting the accuracy of 	<ul style="list-style-type: none"> The psychodynamic approach: the role of the unconscious, the structure of personality, defence mechanisms and psychosexual stages. Humanistic Psychology: Maslow's hierarchy of needs and the influence on counselling Psychology, paradigms shifts. Reporting psychological investigations. Sections of a scientific report: abstract, introduction method, results, discussion and referencing. Comparison of approaches. Features of science: objectivity and the empirical method; replicability 	

<p>Curriculum Knowledge</p>	<ul style="list-style-type: none"> ● The cognitive approach: the role of schema, the use of theoretical and computer models and the emergence of cognitive neuroscience. ● Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research: ii) social learning theory including Bandura's research. 	<p>processes in social change.</p> <ul style="list-style-type: none"> ● Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments ● 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. 	<p>Multiple attachments and the role of the father.</p> <ul style="list-style-type: none"> ● Animal studies of attachment: Lorenz and Harlow. ● Explanations of attachment: learning theory and Bowlby's theory. ● Ainsworth's 'Strange Situation'. Types of attachment. ● Cultural variations in attachment, including van Ijzendoorn. ● Bowlby's theory of maternal deprivation. 	<p>eyewitness testimony.</p> <ul style="list-style-type: none"> ● Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. 	<p>and falsifiability; theory construction and hypothesis testing.</p>
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Curriculum Knowledge		<ul style="list-style-type: none">● Experimental designs: repeated measures, independent groups, matched pairs.● Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.● Control: random allocation and counterbalancing, randomisation and standardisation.● Quantitative and qualitative data: the distinction between qualitative and quantitative data collection techniques.● Primary and secondary data, including meta-analysis.● Descriptive statistics: measures of			
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Curriculum Knowledge		<p>central tendency - mean , median and mode; calculator of mean, median and mode; measures of dispersion, range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.</p> <ul style="list-style-type: none">● Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.● Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.● Observational techniques. Types of observation: naturalistic and controlled observations; participant and			
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Curriculum Knowledge		<p>non-participant observation.</p> <ul style="list-style-type: none">● Self-report techniques. Questionnaires; interviews, structured and unstructured.● 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 biological approach to explaining and treating OCD: genetic and			
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		<p>neural explanations; drug therapy.</p> <ul style="list-style-type: none">● The role of peer review in the scientific process.● The implications of psychological research for the economy.● Demand characteristics and investigator effects.● 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.			
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Tier 3 Vocabulary	Unconscious, id, ego, superego, repression, denial, displacement, psychosexual, free will, self-actualisation, congruence, conditions of worth, Neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution.	Internalisation, identification, compliance, informational social influence, normative social influence, Group size, unanimity, task difficulty, Social role, Agent state, Legitimacy of authority, Proximity, location, uniform, Authoritarian Personality, Social support, locus of control, Consistency, commitment, flexibility, Social change.	Serotonin, SERT, COMT, dopamine, neural, parahippocampal gyrus, basal ganglia, orbitofrontal cortex	Introspection, Internal mental processes, schema, inferences, Sensory register, short-term memory, long-term memory, coding, capacity, duration. Episodic, semantic, procedural. Central executive, phonological loop, visuo-spatial sketchpad, episodic buffer. Proactive, retroactive, interference, retrieval failure. Misleading information, leading questions, post-event discussion.	Classical conditioning, operant conditioning, two-process, systematic desensitisation, anxiety hierarchy, flooding, Negative triad, ABC model, irrational thoughts.	Reciprocity and interactional synchrony. Monotropic, critical period, internal working model. Secure, insecure-avoidant and insecure-resistant. Maternal deprivation, institutionalisation.
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Year 13						
	Autumn		Spring		Summer	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Inferential testing and Schizophrenia	Issues and Debates	Theme/Topic Cognition and Development	Biopsychology	Revision and Exams	End of Course And Exams

<p>Curriculum Knowledge</p>	<ul style="list-style-type: none"> Levels of measurement: nominal, ordinal and interval. 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 1 and Type 2 errors. Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon Mann-Whitney, related t-test and Chi-Squared test. Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; 	<ul style="list-style-type: none"> Gender and culture in Psychology - Gender bias and cultural bias. Free will and determinism, the scientific emphasis on causal explanations. The nature-nurture debate and 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 	<ul style="list-style-type: none"> Plaget's theory of cognitive development. Vygotsky's theory of cognitive development. Baillargeon's explanation of early infant abilities, including knowledge of the physical world; violation of expectation research. <p>The development of social cognition: Selman's levels of perspective-taking; theory of mind and the role of the mirror neuron system in social cognition.</p>	<ul style="list-style-type: none"> 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 		
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	<p>improving reliability.</p> <ul style="list-style-type: none"> • Types of validity across all methods of investigation: face validity, concurrent validity and temporal validity. Assessment of validity. Improving validity. • Content analysis. • Case studies. • Classification of schizophrenia. Positive symptoms of schizophrenia, negative symptoms of schizophrenia, reliability and validity in diagnosis and classification of schizophrenia. • Biological explanations for schizophrenia. • Psychological explanations for schizophrenia and cognitive explanations. • Drug therapy. • Cognitive behaviour therapy and family 	<p>reference to social sensitivity.</p>		<p>the brain after trauma.</p> <ul style="list-style-type: none"> • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (EPRs); 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. 		
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	<p>therapy as used in the treatment of schizophrenia.</p> <p>Token economies as used in the management of schizophrenia.</p> <ul style="list-style-type: none"> • The importance of an interactionist approach in explaining and treating schizophrenia 					
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		flexibility, Social change.		Proactive, retroactive, interference, retrieval failure. Misleading information, leading questions, post-event discussion.		
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