

Subject Psychology

Year 12

Curriculum Overview



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Intent: To develop student's knowledge and appreciation of scientific method of study and how to apply scientific methods to experiments and studies on people. To allow students to analyse how effectively this can be done and what knowledge this gives us in the wider world for implications such as education, government, healthcare, mental health, the economy, law enforcement and more. These theories also provide students with a broader knowledge of how people think and behave, which transfers to several areas of interest such as careers in marketing, human resources, advertising, healthcare, childcare, and many more. This specification allows for illustrating how psychological knowledge and ideas change over time and how these inform our understanding of behaviour, demonstrating the contribution of psychology to an understanding of individual, social and cultural diversity, and develop an understanding of the interrelationships between the core areas of psychology.

The students are examined by being given shorter and longer questions, with 16 marks being the most number of marks possible in one question. This means students have an opportunity to learn how to write in more depth, and structure their writing by describing, applying and evaluating, which is also reflected in the assessment objectives for this specification. The specification also offers knowledge of research methods which is a key thread running through psychology, and promotes learning and development of numeracy skills such as interpreting graphs and other data, as well as knowledge of science and how to conduct experiments. The AQA specification also requires students to explain how to design their own experiments, which is excellent to develop application skills and an understanding of how to control variables in a scientific manner.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	<ul style="list-style-type: none"> • Introduction to psychology • Research methods • Social influence 	<ul style="list-style-type: none"> • Social influence • Memory • Research methods 	<ul style="list-style-type: none"> • Memory • Attachment • Research methods 	<ul style="list-style-type: none"> • Attachment • Introduction to psychopathology • Approaches • Research methods 	<ul style="list-style-type: none"> • Approaches • Psychopathology 	<ul style="list-style-type: none"> • Approaches • Psychopathology • Introduction to biopsychology
Additional support links: Here are links to additional resources which will help your child	Quizlet Link	Quizlet Link	Quizlet Link	Quizlet Link	Quizlet Link Quizlet Link	Quizlet Link

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<p>Knowledge: Included here is the specific knowledge your child will learn in detail</p>	<ul style="list-style-type: none"> • Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. • 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. • Experimental designs: repeated measures, independent groups, matched pairs. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. • 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 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 	<ul style="list-style-type: none"> • Minority influence including reference to consistency, commitment, and flexibility. • The role of social influence processes in social change. • Control: random allocation and counterbalancing, randomisation, and standardisation. • 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 • 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 	<ul style="list-style-type: none"> • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. • Control: random allocation and counterbalancing, randomisation and standardisation. • 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. • 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. • Caregiver-infant interactions in 	<ul style="list-style-type: none"> • 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. • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. 	<ul style="list-style-type: none"> • The behavioural, emotional and cognitive characteristics of obsessive-compulsive disorder (OCD). • The behavioural, emotional and cognitive characteristics of phobias • 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 imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. • 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. 	<ul style="list-style-type: none"> • 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 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 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.
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	<p>difficulty as investigated by Asch.</p> <ul style="list-style-type: none"> • 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. 	<p>model: coding and capacity.</p> <ul style="list-style-type: none"> • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. 	<p>humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. 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 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. 		<ul style="list-style-type: none"> • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	
<p>Skills: Included here is the specific skills your child will learn in detail</p>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content • apply psychological knowledge and understanding of the specified content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. <p>Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed. These skills will be developed through study of the specification content and through ethical practical research activities, involving:</p> <ul style="list-style-type: none"> • designing research • analysing and interpreting data. • Students should demonstrate knowledge and understanding of the above stated research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. 					

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<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>Independent measures, repeated measures, field experiment, lab experiment, matched pairs, operationalising, hypothesis, independent variable, dependant variable, extraneous variables, bar chart, scatter graph Conformity, obedience, social change, locus of control, compliance, internalisation, informational social influence, normative social influence, agentic state, authoritarian, autonomous state, situational, dispositional</p>	<p>Ethical issues, deception, privacy, informed consent, protection from harm, debrief, BPS, right to withdraw, confidentiality, semantic, encoding, procedural, episodic, proactive, retroactive, interference, eye witness testimony, commitment, flexibility, dogmatic, cues</p>	<p>Cognitive interview, event sampling; time sampling, open and closed questions:: random allocation, counterbalancing, randomisation, standardisation, observation, controlled, natural, overt, covert, pilot, quantitative, qualitative, insecure avoidant, insecure resistant, secure, interactional synchrony, reciprocal, monotropy, internal working model, social releasers</p>	<p>Maternal deprivation, institutionalisation, deviation, abnormality, genotype, phenotype, evolution, natural selection, statistical infrequency, internal working model</p>	<p>OCD, phobias, neurotransmitter, dopamine, serotonin, caudate nucleus, pre frontal cortex, amygdala, behaviourism, classical conditioning, operant conditioning, reward, punishment, social learning theory, identification, admiration, internalisation, mediational factors, attention, retention, reproduction, modelling, role model, positive reinforcement, negative reinforcement, positive punishment, negative punishment</p>	<p>Schema, catastrophising, negative triad, ABC model, perception, black and white thinking, arbitrary inferences, inference, computer models, CBT, neuroscience Neuron, CNS, PNS, ANS, SNS, axon, soma, dendrites, terminals, myelin sheath, action potential, excitatory inhibitory, synapse, synaptic cleft, receptors, vesicles, neurotransmitter</p>
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