Curriculum Map: Year 12 Subject Psychology

Topic	Key Knowledge *What will all students KNOW by the end of the topic?*	Key Skills *What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?*	Assessment Opportunities *What are the key pieces of assessment? How will students be assessed?*
Research Methods (CJO)	• 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.	Evaluating the strengths and weaknesses of research and types of research methods used by psychologists (AO3). Knowledge and understanding of research methods, practical research skills and mathematical skills (see Annex: Mathematical requirements and exemplification) will be assessed in Paper 2. These skills should be developed through study of the specification content and through ethical practical research activities, involving: • designing research • conducting research • analysing and interpreting data.	• Early suitability work • Assessment week 5-9th December • Other assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions.

Curriculum Map: Year 12 Subject Psychology

	• 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 of psychological studies; dealing with ethical issues in research. • 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: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.		

Curriculum Map: Year 12 Subject Psychology

Approaches (NLC)	Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.The basic assumptions of the following approaches:
	
	• 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 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 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
		• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1)
		• Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
		  ○ in a theoretical context
		  ○ in a practical context
		  ○ when handling qualitative data
		  ○ when handling quantitative data. (AO2)
		• Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
		  ○ make judgements and reach conclusions
		  ○ develop and refine practical design and procedures. (AO3)
		• Draw together their skills, knowledge and understanding from across the full course of study
		• Provide extended responses.
			• Early suitability work
			• Assessment week 5-9th December
			• Other assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week).
			• Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions.
			• Focus on 8/16-mark extended questions

Curriculum Map: Year 12 Subject Psychology

	to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • 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, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. • Comparison of approaches.		
Social influence	• 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.	• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: o in a theoretical context o in a practical context o when handling qualitative data	• Assessment week 5-9th December • Other assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g.

Curriculum Map: Year 12 Subject Psychology

	• 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.	○ when handling quantitative data. (AO2) • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: ○ make judgements and reach conclusions ○ develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses.	Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions
Memory (CJO)	• 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.	• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: ○ in a theoretical context ○ in a practical context ○ when handling qualitative data ○ when handling quantitative data. (AO2)	• Assessment week 5-9th December • Other assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions.

Curriculum Map: Year 12 Subject Psychology

	• 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.	• Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: o make judgements and reach conclusions o develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses.	• Focus on 8/16-mark extended questions.
Attachment (CJO)	• 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.	• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: o in a theoretical context o in a practical context o when handling qualitative data o when handling quantitative data. (AO2) • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: o make judgements and reach conclusions	• Assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions.

Curriculum Map: Year 12 Subject Psychology

	• 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.	○ develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses.	
Psychopathology	• 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.	• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: ○ in a theoretical context ○ in a practical context ○ when handling qualitative data ○ when handling quantitative data. (AO2) • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: ○ make judgements and reach conclusions ○ develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study	• Assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions.

Curriculum Map: Year 12 Subject Psychology

		• Provide extended responses.	