



Dallam School

Psychology Curriculum Overview

Department: A-level Psychology

Year Group: 12

Introductory topics in Psychology/Psychology in context (Approaches & Research Methods)

AUTUMN

SPRING

SUMMER

Half term 1

Half term 2

Half term 3

Half term 4

Half term 5

Half term 6

Theme / Topic
Social Influence and research methods

Theme / Topic
Origins of Psychology, the Cognitive Approach, Memory and research methods

Theme / Topic
The Behaviourist Approach, Attachment and research methods

Theme / Topic
Psychopathology and research methods

Theme / Topic
Psychopathology and research methods

Theme / Topic
Approaches in Psychology

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

- Types of conformity.
- Explanations for conformity and variables affecting conformity as investigated by Asch.
- Conformity to social roles as investigated by Zimbardo.
- 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 processes in social change.
- Experimental method. Types of

- Origins of Psychology: Wundt and the emergence of Psychology as a science.
- The cognitive approach: the role of schema, the use of theoretical and computer models and the emergence of cognitive neuroscience.
- 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.
- Explanations for forgetting.
- Factors affecting the accuracy of eyewitness testimony.
- Improving the accuracy of eyewitness

- 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.
- Caregiver-infant interactions in humans, stages of attachment identified by Schaffer. Multiple attachments and the role of the father.
- Animal studies of attachment:

- 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 cognitive approach to

- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.
- The role of peer review in the scientific process.
- The implications of psychological research for the economy.
- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing;

- 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.
- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genetic basis of behaviour, evolution and behaviour.

<p>experiment, laboratory and field experiments; natural and quasi-experiments.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. ➤ Control: random allocation and counterbalancing, randomisation and standardisation. 	<p>testimony, including the use of the cognitive interview.</p> <p>Tier 3 vocabulary <i>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</i></p>	<p>Lorenz and Harlow.</p> <ul style="list-style-type: none"> ➤ 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. Romanian orphan studies: effects of institutionalisation. ➤ The influence of early attachment on childhood and adult relationships, including the role of an internal working model. ➤ 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. 	<p>explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.</p> <p>Tier 3 vocabulary <i>Classical conditioning, operant conditioning, two-process, systematic desensitisation, anxiety hierarchy, flooding, Negative triad, ABC model, irrational thoughts.</i></p>	<p>paradigms and paradigm shifts.</p> <ul style="list-style-type: none"> ➤ Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. <p>Tier 3 vocabulary <i>Serotonin, SERT, COMT, dopamine, neural, parahippocampal gyrus, basal ganglia, orbitofrontal cortex.</i></p>	<ul style="list-style-type: none"> ➤ Comparison of approaches. <p>Tier 3 vocabulary <i>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 and behaviour, evolution</i></p>
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<ul style="list-style-type: none"> ➤ 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. <p>Tier 3 vocabulary <i>Internalisation, identification, compliance, Informational social influence, normative social influence, Group size, unanimity, task difficulty, Social role, Agentic state, Legitimacy of authority, Proximity, location, uniform, Authoritarian Personality, Social support, locus of control, Consistency, commitment, flexibility, Social change.</i></p>		<ul style="list-style-type: none"> ➤ 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. 			
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		<p>➤ Analysis and interpretation of correlation, including correlation coefficients.</p> <p><i>Tier 3 vocabulary</i> <i>Reciprocity and interactional synchrony.</i> <i>Monotropic, critical period, internal working model</i> <i>Secure, insecure-avoidant and insecure-resistant.</i> <i>Maternal deprivation, institutionalisation.</i></p>			
They will understand (<i>key concepts</i>)					
<p>➤ Psychological concepts</p> <p>➤ Theories</p> <p>➤ Research studies</p> <p>➤ Research methods</p> <p>➤ Ethical issues</p> <p>➤ Practical research skills</p> <p>➤ Mathematical skills</p>					
They will know how to (<i>key skills</i>)					
<p>➤ Apply psychological knowledge and understanding of the specified content in a range of contexts.</p> <p>➤ Analyse, interpret & evaluate psychological concepts, theories, research studies and methods.</p> <p>➤ Evaluate therapies & treatments including in terms of their appropriateness and effectiveness.</p> <p>➤ Design research</p> <p>➤ Conduct research</p> <p>➤ Analyse and interpret data.</p> <p>➤ Manage associated risks and use ICT.</p>					



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Psychology Curriculum Overview

Department: A-level Psychology
Year Group: 13

Psychology in Context/Issues & Options in Psychology

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Inferential testing and Biopsychology	Theme / Topic Schizophrenia and Forensic Psychology	Theme / Topic Forensic Psychology	Theme / Topic Cognition and Development	Theme / Topic Issues and Debates	End of Course
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>					
<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 I and Type II 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, unrelated t-test and Chi-Squared test. 	<ul style="list-style-type: none"> ➤ 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 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; 	<ul style="list-style-type: none"> ➤ Biological explanations of offending behaviour: Historical approach genetics and neural explanations. ➤ Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; differential association theory; psychodynamic explanations. ➤ Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of 	<ul style="list-style-type: none"> ➤ Piaget'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. ➤ 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>Tier 3 vocabulary</p>	<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 	END OF COURSE

<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 the brain after trauma. ➤ Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials 	<p style="text-align: center;">the diathesis-stress model.</p> <ul style="list-style-type: none"> ➤ Offender profiling. <p>Tier 3 vocabulary <i>Hallucinations, delusions, avolition, co-morbidity, Neural correlates, dopamine hypothesis, Family dysfunction, dysfunctional thought, Typical, atypical, antipsychotic, Diathesis stress, Top-down, organised, disorganised, bottom-up, investigative, geographical.</i></p>	<p style="text-align: center;">custodial sentencing.</p> <ul style="list-style-type: none"> ➤ Behaviour modification in custody. ➤ Anger management and restorative justice programmes. <p>Tier 3 vocabulary <i>Atavistic form, Moral reasoning, hostile attribution bias, minimalisation, differential association, Recidivism, restorative justice.</i></p>	<p><i>Schema, assimilation, accommodation, equilibration, intellectual development, object permanence, conservation, egocentrism, class inclusion. Zone of proximal development, scaffolding. Violation of expectation. Social cognition, theory of mind, autism, mirror neuron.</i></p>	<p style="text-align: center;">approaches to psychological investigation.</p> <ul style="list-style-type: none"> ➤ Ethical implications of research studies and theory, including reference to social sensitivity. <p>Tier 3 vocabulary <i>Universality, androcentrism, alpha bias, beta bias, ethnocentrism, cultural relativism, hard and soft determinism; biological, environmental and psychic determinism, heredity, idiographic, nomothetic, social sensitivity</i></p>	
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<p>(ERPs); post-mortem examinations.</p> <ul style="list-style-type: none">➤ 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.➤ 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.➤ Content analysis.➤ Case studies <p>Tier 3 vocabulary <i>Central, peripheral, somatic, autonomic. Sensory, relay, motor, synaptic transmission, excitation inhibition. Glands, hormones. Hemispheric lateralisation, somatosensory, Broca, Wernicke, plasticity, electroencephalogram, infradian, ultradian, circadian, endogenous</i></p>					
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<i>pacemaker, exogenous zeitgeber.</i>					
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<ul style="list-style-type: none">➤ Psychological concepts➤ Theories➤ Research studies➤ Research methods➤ Ethical issues➤ Practical research skills➤ Mathematical skills					
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<ul style="list-style-type: none">➤ Apply psychological knowledge and understanding of the specified content in a range of contexts.➤ Analyse, interpret & evaluate psychological concepts, theories, research studies and methods.➤ Evaluate therapies & treatments including in terms of their appropriateness and effectiveness.➤ Design research➤ Conduct research➤ Analyse and interpret data.➤ Manage associated risks and use ICT.					