



<p>Year: 12 Subject: Psychology</p>	<p>Curriculum Intent: Students will gain an understanding of the history of Psychology and the different ways of explaining human behaviour (approaches in Psychology). Students will develop a detailed understanding of psychological theories and debates to explain conformity & obedience (Social Influence), the causes and treatment of mental health issues (psychopathology), to explain the structure and function of different areas of the brain (biopsychology), to explain how relationships are formed between children and their caregivers (attachment), and explanations of memory. Students will apply their knowledge of issues and debates to critically argue the significance of all theories. Each of the topics will include research findings and students will be able to evaluate research methodology and theoretical concepts to identify strengths and weaknesses. The aim of the topics is to fill the silo's to ensure students are confident in explaining, applying and evaluating a range of different research methods and topics within Psychology. These first-year modules will prepare students for their year 13 topics and undergraduate study in Psychology or a related discipline.</p>					
<p>Unit title:</p>	<p>Term 1</p>		<p>Term 2</p>		<p>Term 3</p>	
	<p>Teacher 1 Issues and Debates</p>	<p>Teacher 2 Approaches in Psychology</p>	<p>Teacher 1 Social Influence & Attachment</p>	<p>Teacher 2 Biopsychology & Psychopathology</p>	<p>Teacher 1 Attachment & Memory</p>	<p>Teacher 2 Psychopathology & Statistical tests</p>
<p>Topic Titles (in order of delivery)</p>	<ol style="list-style-type: none"> 1. Types of bias – gender and cultural 2. Debates in Psychology 3. Impact of psychological research 	<ol style="list-style-type: none"> 1. Origin of Psychology 2. Behaviourism 3. Social Learning Theory 4. Cognitive approach 5. Biological approach 6. Psychodynamic approach 7. Humanistic approach 	<p>Social influence:</p> <ol style="list-style-type: none"> 1. Types of conformity 2. Research into conformity. 3. Research into obedience. 4. Theories of obedience. 5. Resistance to social influence. 6. Minority influence and social change. <p>Attachment:</p> <ol style="list-style-type: none"> 1. Caregiver-infant interactions 2. Stages of attachment 3. Animal studies 4. Theories of attachment. 5. Strange situation. 6. Cultural variations 	<p>Biopsychology:</p> <ol style="list-style-type: none"> 1. Biological systems 2. Localisation of function. 3. Brain plasticity. 4. Hemispheric lateralisation. 5. Split-brain research. 6. Methods of studying the brain. 7. Biological rhythms. <p>Psychopathology:</p> <ol style="list-style-type: none"> 1. Definitions of abnormality. 2. Mental disorders. 3. Explanations and treatments of phobias. 4. Explanations and treatments of depression. 	<p>Attachment:</p> <ol style="list-style-type: none"> 1. Caregiver-infant interactions 2. Stages of attachment 3. Animal studies 4. Theories of attachment. 5. Strange situation. 6. Cultural variations 7. Theories and research into deprivation. 8. Influence of early attachment. <p>Memory:</p> <ol style="list-style-type: none"> 9. Coding, capacity and Duration 	<p>Psychopathology:</p> <ol style="list-style-type: none"> 1. Definitions of abnormality. 2. Mental disorders. 3. Explanations and treatments of phobias. 4. Explanations and treatments of depression. 5. Explanations and treatments of OCD. <p>Statistical tests:</p> <ol style="list-style-type: none"> 1. Choosing a statistical test.

			7. Theories and research into deprivation. 8. Influence of early attachment.	5. Explanations and treatments of OCD.	10. Explanations for memory 11. Types of LTM 12. Explanations for forgetting. 13. Eyewitness testimony	2. Interpreting results of statistical tests.
Key knowledge / Retrieval topics	<ol style="list-style-type: none"> 1. Gender bias including alpha bias, beta bias, and androcentrism. 2. Cultural bias including ethnocentrism and dealing with cultural bias including cultural relativism. 3. Nature vs nurture debate, holism vs reductionism debate, nomothetic vs idiographic debate, free will vs determinism debate. 4. Ethical implications of research including socially sensitive research. 	Outlining and evaluating theories using research methods.	Outlining and evaluating theories using research methods.	Outlining and evaluating theories using research methods.	Outlining and evaluating theories using research methods.	<ol style="list-style-type: none"> 1. Outlining and evaluating theories using research methods. 2. Requirements for each statistical test to be used. 3. Type I and Type II errors 4. Levels of significance. 5. Reading critical values tables. 6. Accepting / rejecting hypotheses.
Understanding / Sequence of delivery	<ol style="list-style-type: none"> 1. Outline alpha bias, beta bias, and androcentrism and evaluate how much of an issue gender bias is. 	<ol style="list-style-type: none"> 1. Explain how Psychology was created from Philosophy. 2. Outline the contributions of 	<ol style="list-style-type: none"> 1. Types of conformity including compliance, internalisation, and identification. Reasons for 	Biopsychology: <ol style="list-style-type: none"> 1. Describe the human nervous system and the endocrine system. 2. Describe the structure and 	Attachment: <ol style="list-style-type: none"> 1. Outline and evaluate explanations of caregiver-infant interactions. 	Psychopathology: <ol style="list-style-type: none"> 1. Outline and evaluate definitions of abnormality including

	<ol style="list-style-type: none"> 2. Outline cultural bias, ethnocentrism and cultural relativism and evaluate how much of an issue cultural bias is. 3. Outline and evaluate each side of the debates in Psychology. 4. Outline how psychological research can impact groups of people and policies. Outline what is meant by socially sensitive research. Evaluate how easy ethical implications are to deal with. 	<p>Wilhelm Wundt including introspection.</p> <ol style="list-style-type: none"> 3. Outline and evaluate the behaviourist approach. 4. Outline and evaluate social learning theory. 5. Outline and evaluate cognitive approach including cognitive neuroscience. 6. Outline and evaluate the biological approach. 7. Outline and evaluate the psychodynamic approach. 8. Outline and evaluate the humanistic approach. 	<p>conformity including normative social influence and informational social influence.</p> <ol style="list-style-type: none"> 2. Outline and evaluate the Asch line study. 3. Outline and evaluate variations to the Asch line study, including unanimity, size of group, and task difficulty. 4. Outline and evaluate the Zimbardo Stanford Prison Experiment. 5. Outline and evaluate the original Milgram experiment. 6. Outline and evaluate research into the effect of situational factors on obedience, including uniform, location, and proximity. 7. Outline and evaluate the agentic state and legitimacy of authority as explanations of obedience. 8. Outline and evaluate the authoritarian personality as an explanation of obedience. 	<p>function of neurons, including synaptic transmission.</p> <ol style="list-style-type: none"> 3. Outline and evaluate theories/research into localisation of function. 4. Outline and evaluate theories of brain plasticity. 5. Outline and evaluate theories of hemispheric lateralisation. 6. Outline and evaluate research into split-brain patients. 7. Outline and evaluate methods of studying the brain. 8. Outline and evaluate theories about circadian, ultradian, and Infradian rhythms. 9. Outline and evaluate the influence of endogenous pacemakers and exogenous zeitgebers. <p>Psychopathology:</p> <ol style="list-style-type: none"> 1. Outline and evaluate definitions of abnormality including failure to functional adequately, deviation 	<ol style="list-style-type: none"> 2. Outline and evaluate the role of the father in the development of a child. 3. Outline and evaluate Schaffer and Emerson's theories/research on the stages of attachment. 4. Outline and evaluate animal studies of attachment including Harlow and Lorenz. 5. Outline and evaluate the learning theory of attachment. 6. Outline and evaluate Bowlby's monotropic theory of attachment. 7. Outline and evaluate Ainsworth's research into types of attachment (strange situation). 	<p>failure to functional adequately, deviation from social norms, statistical infrequency and deviations from ideal mental health.</p> <ol style="list-style-type: none"> 2. Emotional, behavioural and cognitive characteristics of phobias, depression and OCD. 3. Behavioural approach to explaining and treating phobias. 4. Cognitive approach to explaining and treating depression. 5. Biological approach to explaining and treating OCD. <p>Statistical tests:</p>
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<p>Assessment</p>	<p>D-E grade Demonstrate basic knowledge of some relevant scientific ideas, processes, techniques, and procedures; show basic understanding of some scientific ideas, processes, techniques, and procedures; present some information using basic psychological terminology.</p> <p>Attempt to apply some knowledge and understanding of relevant scientific ideas, processes, techniques, and procedures in novel contexts (theoretical/practical) using quantitative/qualitative information; show application to stimulus/contextual material that is limited in terms of appropriateness/effectiveness.</p>					

	<p>Show some attempt to analyse, interpret and evaluate some relevant scientific information, ideas, and evidence, to: make basic judgements and draw basic conclusions showing some ability to reason and develop a line of argument and/or propose limited developments/refinements of practical design</p>
	<p>C-B grade</p> <p>Demonstrate reasonably accurate and detailed knowledge of some relevant scientific ideas, processes, techniques, and procedures; show understanding of some scientific ideas, processes, techniques and procedures; organise and present information clearly in places, with some use of psychological terminology.</p> <p>Apply relevant knowledge and understanding of some scientific ideas, processes, techniques, and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative).</p> <p>Some application to stimulus/contextual material may be implicit.</p> <p>Analyse, interpret and evaluate some relevant scientific information ideas and evidence, to: make judgements and draw some conclusions showing an ability to reason and develop a line of argument. and/or propose some effective and appropriate developments/refinements of practical design and procedures.</p>
	<p>A*-A grade</p> <p>Demonstrate accurate and detailed knowledge of a range of relevant scientific ideas, processes, techniques, and procedures; show understanding of most scientific ideas, processes, techniques and procedures; organise and present information clearly, using appropriate psychological terminology.</p> <p>Engage explicitly and effectively with stimulus/contextual material to apply relevant knowledge and understanding of scientific ideas, processes, techniques, and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative).</p> <p>Analyse, interpret, and evaluate relevant scientific information, ideas and evidence effectively and critically, to:</p> <ul style="list-style-type: none"> • make appropriate judgements and draw sound conclusions showing sustained and substantiated reasoning. <p>and/or</p> <ul style="list-style-type: none"> • develop/refine practical design and procedures effectively and appropriately.