

Key

 Psychology

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Psychology Curriculum

St Thomas More High School

	Autumn Term	Spring Term	Summer Term
Topics	<p>Approaches in Psychology</p> <p>Stress</p> <p>Biopsychology (Year 1)</p>	<p>Social Influence</p> <p>Aggression</p> <p>Research Methods</p>	<p>Memory</p> <p>Attachment</p>
Exam Spec w/link	<p>Approaches in Psychology</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/psychology-in-context/#Approaches_in_Psychology_1_2_1</p> <p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <p>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.</p> <p>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.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <p>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.</p> <p>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.</p> <p>Comparison of approaches.</p> <p>Stress</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/issues-and-options-in-psychology/#Stress_1_3_7</p> <p>The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol.</p> <p>The role of stress in illness, including reference to immunosuppression and cardiovascular disorders.</p> <p>Sources of stress: life changes and daily hassles. Workplace stress, including the effects of workload and control.</p> <p>Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response.</p> <p>Individual differences in stress: personality types A, B and C and associated behaviours; hardiness, including commitment, challenge and control.</p> <p>Managing and coping with stress: drug therapy (benzodiazepines, beta blockers), stress inoculation therapy and biofeedback. Gender differences in coping with stress. The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support.</p> <p>Biopsychology (Year 1)</p>	<p>Social Influence</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-as/introductory-topics-in-psychology/#Social_Influence_1_1_1</p> <p>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.</p> <p>Conformity to social roles as investigated by Zimbardo.</p> <p>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.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p> <p>Aggression</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/issues-and-options-in-psychology/#Aggression_1_3_8</p> <p>Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</p> <p>The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.</p> <p>Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</p> <p>Institutional aggression in the context of prisons: dispositional and situational explanations.</p> <p>Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</p> <p>Research Methods</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/psychology-in-context/#Research_Methods_1_2_3</p> <p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p>	<p>Memory</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-as/introductory-topics-in-psychology/#Memory_1_1_2</p> <p>The multi-store model of memory: sensory register, short-term memory and long-term memory.</p> <p>Features of each store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p> <p>Attachment</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-as/introductory-topics-in-psychology/#Attachment_1_1_3</p> <p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony.</p> <p>Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>Animal studies of attachment: Lorenz and Harlow.</p> <p>Explanations of attachment: learning theory and Bowlby's monotropic theory.</p> <p>The concepts of a critical period and an internal working model. Ainsworth's 'Strange Situation'.</p> <p>Types of attachment: secure, insecure-avoidant and insecure-resistant.</p> <p>Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>

<p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/psychology-in-context#Biopsychology_1_2_2</p> <p>The divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response including the role of adrenaline.</p>	<p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p>Content analysis.</p> <p>Case studies.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment</p>	<p>Students are assessed in class with short answer questions after each content lesson, with an essay once every 3 weeks (changing between teacher and topics) and a 24 mark End of Unit test when finishing each topic – this mirrors the /24 sections in the exam papers.</p> <p>Students sit End of Year exams in June on all topics covered in Year 12, split into 2 papers.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">E/L</p>	<p>Essays every 3 weeks may be completed in class or set as extended learning.</p> <p>Students are also set online Extended Learning in the form of reading British Psychological Society articles and answering short questions to check their understanding.</p> <p>There is project and presentation work for Approaches, Attachment, Stress, Research Methods and a Psychology in the Media project at the end of the year.</p> <p>Revision activities: Tutor 2 U assessment mat booklets / Research Methods papers to complete</p>	

	Autumn Term	Spring Term	Summer Term
Topics	<p>Psychopathology</p> <p>Research Methods continued</p> <p>Biopsychology (Year 2)</p>	<p>Cognition and Development</p> <p>Issues and Debates</p>	<p>Targeted Topic Sessions</p> <p>Skills based learning</p> <p>Research Methods</p> <p>Issues and Debates</p>
Exam Spec w/link	<p>Psychopathology</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-as/psychology-in-context#Psychopathology_1_1_4</p> <p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</p> <p>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.</p> <p>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.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p> <p>Research Methods</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/psychology-in-context#Research_Methods_1_2_3</p> <p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p>Content analysis.</p> <p>Case studies.</p> <p>Biopsychology (Year 2)</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/psychology-in-context#Biopsychology_1_2_2</p> <p>Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres.</p> <p>Broca's and Wernicke's areas.</p> <p>Split brain research.</p> <p>Plasticity and functional recovery of the brain after trauma.</p> <p>Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.</p> <p>Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms.</p> <p>The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</p>	<p>Cognition and Development</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/issues-and-options-in-psychology#Cognition_and_Development_1_3_4</p> <p>Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.</p> <p>Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding.</p> <p>Baillargeon's explanation of early infant abilities, including knowledge of the physical world; violation of expectation research.</p> <p>The development of social cognition: Selman's levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.</p> <p>Issues and debates</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/issues-and-options-in-psychology#Issues_and_Debates_in_Psychology_1_3_1</p> <p>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</p> <p>Idiographic and nomothetic approaches to psychological investigation.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity.</p>	<p>Targeted Topic Sessions: students rank sub-topics in terms of confidence and we focus on skills based learning, including AO3 evaluation and AO2 application stem questions. Students are given a focused timetable of exactly what topic they'll be covering each lesson, with each teacher.</p> <p>Skills based learning includes differentiating between AO1, AO2 and AO3 content and the skills required to answer each different question.</p> <p>Research Methods continues to be a priority, with targeted topic sessions incorporating other topic areas and Research Methods style questions.</p> <p>Issues and Debates: enmeshing these key terms into AO3 evaluation across all topics.</p>
Assessment	<p>Students are assessed in class with short answer questions after each content lesson, with an essay once every 3 weeks (changing between teacher and topics) and a 24 mark End of Unit test when finishing each topic – this mirrors the /24 sections in the exam papers.</p> <p>Students sit mock exams in January.</p>		

E/L

Essays every 3 weeks may be completed in class or set as extended learning.

Students are also set online Extended Learning in the form of reading British Psychological Society articles and answering short questions to check their understanding.

Tutor 2 U assessment mat booklets for each topic.

Research Methods papers to complete between targeted skills sessions.