

Year 12	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p>Social influence</p> <ul style="list-style-type: none"> Types of conformity: Conformity to social roles as investigated by Zimbardo. Explanations for obedience: 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. <p>Memory</p> <ul style="list-style-type: none"> The multi-store model of memory Types of long-term memory The working memory model Explanations for forgetting Factors affecting the accuracy of eyewitness testimony Improving the accuracy of eyewitness testimony 	<p>Attachment</p> <ul style="list-style-type: none"> Caregiver-infant interactions in humans Animal studies of attachment Explanations of attachment of a critical period and an internal working model. Ainsworth’s ‘Strange Situation’. Types of attachment Bowlby’s theory of maternal deprivation. The influence of early attachment on childhood and adult relationships, including the role of an internal working model. <p>Psychopathology</p> <ul style="list-style-type: none"> Definitions of abnormality 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 explaining and treating depression The biological approach to explaining and treating OCD 	<p>Biopsychology</p> <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 function of the endocrine system The fight or flight response Localisation of function in the brain and hemispheric lateralisation Ways of studying the brain Biological rhythms <p>Approaches in Psychology</p> <ul style="list-style-type: none"> Learning approaches The cognitive approach The biological approach The psychodynamic approach Humanistic Psychology Comparison of approaches. 	<p>Research methods</p> <p>Experimental method.</p> <ul style="list-style-type: none"> Types of experiment, laboratory and field experiments; natural and quasi-experiments. 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. Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. Content analysis. Case studies. <p>Scientific processes</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. 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 <p>REVISION PAPER 1</p> <ul style="list-style-type: none"> Social Influence Memory Attachment Psychopathology 	<p>Research methods CONTINUED</p> <ul style="list-style-type: none"> 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. The role of peer review in the scientific process. 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 validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. <p>REVISION PAPER 2</p> <ul style="list-style-type: none"> Approaches Biopsychology Research Methods 	<p>INDEPENDENT RESEARCH PROJECT TO BE COMPLETED</p> <p>Data handling and analysis</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, scatter grams, bar charts, histograms. Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Analysis and interpretation of correlation, including correlation coefficients. Levels of measurement: nominal, ordinal and interval. Content analysis and coding. Thematic analysis.

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Independent Learning Link	<p>After each lesson (students can do this per lesson or weekly) students will use the Kerboodle book to supplement their lesson notes and condense these into a suitable format for revision.</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-social-influence</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-memory</p>	<p>After each lesson (students can do this per lesson or weekly) students will use the Kerboodle book to supplement their lesson notes and condense these into a suitable format for revision.</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-attachment</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-psychopathology</p>	<p>After each lesson (students can do this per lesson or weekly) students will use the Kerboodle book to supplement their lesson notes and condense these into a suitable format for revision.</p> <p>https://www.tutor2u.net/psychology/collections/study-notes-a-level-psychology-biopsychology</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-approaches-and-biological-psychology</p>	<p>After each lesson (students can do this per lesson or weekly) students will use the Kerboodle book to supplement their lesson notes and condense these into a suitable format for revision.</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-research-methods</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources</p>	<p>After each lesson (students can do this per lesson or weekly) students will use the Kerboodle book to supplement their lesson notes and condense these into a suitable format for revision.</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-research-methods</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources</p>	<p>After each lesson (students can do this per lesson or weekly) students will use the Kerboodle book to supplement their lesson notes and condense these into a suitable format for revision.</p> <p>https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-research-methods</p> <p>https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources</p>

Year 13	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge	<p><u>Inferential testing</u></p> <ul style="list-style-type: none">• Introduction to statistical testing; 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. <p><u>Issues and debates in Psychology</u></p> <ul style="list-style-type: none">• Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.• The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.• Idiographic and nomothetic approaches to psychological investigation.• Ethical implications of research studies and theory, including reference to social sensitivity.	<p><u>Relationships</u></p> <ul style="list-style-type: none">• The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.• Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.• Theories of romantic relationships: social exchange theory, equity theory and Rusbult’s investment model of commitment, satisfaction, comparison with alternatives and investment. Duck’s phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.• Virtual relationships in social media• Parasocial relationships <p><u>Schizophrenia</u></p> <ul style="list-style-type: none">• Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.• Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.• Psychological explanations for schizophrenia	<p><u>Schizophrenia continued</u></p> <ul style="list-style-type: none">• Drug therapy: typical and atypical antipsychotics.• 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; the diathesis-stress model. <p><u>Aggression</u></p> <ul style="list-style-type: none">• Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.• The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.	<p><u>Aggression continued</u></p> <ul style="list-style-type: none">• Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.• Institutional aggression in the context of prisons: dispositional and situational explanations.• Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. <p>REVISION FOR EXAMS</p> <p>PAPER 1</p> <p>1 Social influence 2 Memory 3 Attachment 4 Psychopathology</p>	<p>REVISION FOR EXAMS</p> <p>PAPER 2</p> <p>1. Approaches in Psychology 2. Biopsychology 3. Research methods</p> <p>REVISION FOR EXAMS</p> <p>PAPER 3</p> <p>1. Issues and Debates in Psychology 2. Relationships 3. Schizophrenia 4. Aggression</p>	

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