

## **Psychology**

### **Skill**

Psychology is the study of the human mind and behaviour. Essentially, why do people behave the way they do? Students will begin by forming an understanding of the origins of psychology as a subject and the different branches with the key psychologists. They will go on to explore research and theories into social influence, memory, attachment and relationships. A continuing feature of the subject is how theory can be applied to real life and in particular this is considered when building a knowledge base about schizophrenia, addiction, depression, obsessive compulsive disorder and phobias. Students will build on this real life application through research methods. Finally, learners will consolidate all of this knowledge when considering the main issues and debates in psychology such as does nature or nurture hold the most influence over our behaviour?

### **Character**

Psychology aims to develop acceptance and understanding that everyone is unique, and to be resilient enough to stop and think about why someone may respond the way they do. In a similar respect it encourages students to stop and think about their own behaviour and conduct, and reflect on their own responses in certain situations.

### **Experiences**

Every student will experience forming arguments, conducting research and presenting to their peers.

### **Criticality**

Psychology requires a precise and analytical brain. It involves being able to think in a way that accepts that there isn't necessarily the 'right answer', and that there can be different ways of explaining the same behaviour or condition. It encourages students to question. When considering research and theories it is important to think about the strengths and weaknesses and whether there is anything that could cast doubt on the conclusions or concepts. Being a good psychologist means conducting research and in research methods students need to learn to think about how much they can trust different sources of data and evidence

**Programme of study to start September 2019**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Current Year 9</b>	Memory Fortnightly Research Methods	Memory Social Influence Fortnightly Research Methods	Social Influence Fortnightly Research Methods	Social Influence Fortnightly Research Methods	Perception Fortnightly Research Methods	Perception Research Methods
<b>Current Year 10</b>	Research Methods Perception	Perception	Development	Development	Language thought and communication	Language thought and communication
<b>Current Year 11</b>	Brain and neuropsychology Psychological problems	Psychological problems	Revision of paper one	Revision of paper one	Revision of paper two	
<b>Current Year 12</b>	Approaches & year 12 biopsychology	Year 12 Research Methods Cognitive	Cognitive Attachment	Abnormality	Social Influence	A Level Biopsychology & Research methods
<b>Current Year 13</b>	A Level Biopsychology & Research methods	Schizophrenia	Gender	Forensic	Issues and Debates	

## Year 9, 10 and 11 fundamentals

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 9 autumn term:</p> <p>Memory</p> <p>Research Methods</p> <p>Social Influence</p>	<ul style="list-style-type: none"> <li>• To be able to define encoding, storage and retrieval.</li> <li>• To be able to outline key features of the Multi-store model. For example; capacity, duration or coding.</li> <li>• To be able to provide a strength or a weakness of Multi-store model.</li> <li>• To be able to define types of long term memory, for example procedural, episodic and semantic.</li> <li>• To be able to outline the method and the results of Murdock's serial position effect study.</li> <li>• To be able to provide one strength and one weakness of Murdock's study.</li> <li>• To be able to briefly explain what is meant by reconstructive memory.</li> <li>• To be able to outline the method and the results of Bartlett's war of the ghosts study.</li> <li>• To be able to provide one strength and one weakness of Bartlett's study.</li> <li>• To be able to briefly describe factors affecting memory, for example; interference, context dependent and false memory.</li> <li>• To be able to apply factors affecting memory to an unknown scenario.</li> <li>• To be able to give a strength or a weakness of factors that affect memory.</li> </ul> <ul style="list-style-type: none"> <li>• Variables</li> <li>• Types of experiments</li> <li>• Non experimental methods</li> </ul>	<p>Multi-store model. Primacy &amp; recency effects. Procedural. Episodic. Semantic. Capacity. Duration. Coding. Interference. Context dependent. False memory. Reconstructive memory. Effort after meaning.</p>
	<p>Define key terms; conformity, obedience, bystander, deindividuation. To be able to apply factors that affect conformity to an unknown situation. E.g: group size, anonymity and task difficulty, personality, expertise. To be able to outline the method and the results Asch's study of conformity. To be able to provide one strength and one weakness of Asch's study of conformity To be able to briefly outline Milgram's Agency theory to explain obedience</p>	<p>Field, Natural and Laboratory experiments. Independent &amp; Dependent variables.</p> <p>Conformity. Obedience. Milgram. Asch. Pilliavin. Group size. Anonymity. Task difficulty. Personality. Expertise.</p>

<p>Year 9 spring term: Social Influence</p> <p>Research Methods</p>	<p>To be able to apply factors that affect obedience to an unknown situation. E.g; authority, culture and proximity.</p> <p>To be able to provide one strength and one weakness of Milgram's agency theory.</p> <p>Briefly explain two key characteristics of Adorno' Authoritarian Personality</p> <p>To be able to apply factors that affect bystander behaviour to an unknown situation. E.g; Presence of others, the cost of helping, similarity to victim and expertise.</p> <p>To be able to outline the method and the results Piliavin's subway study.</p> <p>To be able to provide one strength and one weakness Piliavin's subway study.</p> <p>To be able to apply factors that affect crowd behaviour to an unknown situation. E.g; Social loafing, deindividuation and culture, personality and morality.</p> <p>To be able to provide a strength or weakness research into factors that affect crowd behaviour.</p> <ul style="list-style-type: none"> <li>• Ethical issues</li> <li>• Confounding/ extraneous variables</li> <li>• Sampling methods</li> </ul> <p>Quantitative vs qualitative data</p>	<p>Agency theory. Authority. Proximity. Prosocial &amp; antisocial behaviour. Social loafing. Deindividuation. Culture. Personality. Morality.</p> <p>Ethical issues. Confounding variables. Sampling methods</p>
<p>Year 9 summer term: Perception</p>	<p>How to explain what a null and alternative hypothesis is</p> <p>How to explain what an independent variable, dependent variable and extraneous variables</p> <p>How to identify an independent variable, dependent variable and extraneous variables</p> <p>How to define target population, samples and sampling methods</p> <p>How to select samples using either random, opportunity, systematic or stratified sampling</p> <p>How to explain the different strengths and weaknesses of each sampling method</p> <p>How the principles of sampling are applied to scientific data</p> <p>The difference between quantitative and qualitative data</p> <p>How to explain the experimental method</p> <p>The different experimental designs (independent groups, repeated measures and matched pairs)</p> <p>The strengths and weaknesses of each experimental design</p> <p>How to explain and evaluate (strengths and weaknesses) laboratory experiments</p> <p>How to explain and evaluate (strengths and weaknesses) field and natural experiments</p> <p>How to explain and evaluate (strengths and weaknesses) interviews</p> <p>How to explain and evaluate (strengths and weaknesses) questionnaires</p> <p>How to explain and evaluate (strengths and weaknesses) case studies</p> <p>How to explain and evaluate (strengths and weaknesses) observation studies</p> <p>How to explain categories of behaviour</p> <p>How to explain interobserver reliability</p> <p>To explain why the different research methods are suitable for different pieces of research</p> <p>The association between two variables and the use of scatter diagrams to show possible correlational relationships</p>	<p>Hypothesis, null hypotheses, alternative hypothesis, independent variable, dependent variable, extraneous variables, target population, samples, sampling methods, random, opportunity, systematic, stratified sampling, sampling method, principles, scientific data, quantitative data, qualitative data, experimental method, experimental designs, independent groups, repeated measures, matched pairs, laboratory experiments, field experiments, natural experiments, interviews, questionnaires, case studies, observation studies, categories of behavior, interobserver</p>

	<p>The strengths and weaknesses of correlations</p> <p>The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them)</p> <p>How research should be planned, taking into consideration the reliability and/or validity of: sampling methods, experimental designs and quantitative and qualitative methods.</p> <p>The ethical issues in psychological research as outlined in the British Psychological Society guidelines</p> <p>Ways of dealing with each ethical issue</p> <p>The difference between primary and secondary data</p> <p>How to recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures</p> <p>Understand and calculate mean, median, mode and range</p> <p>Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation</p> <p>How to explain the characteristics of normal distribution</p>	<p>reliability, scatter diagrams, correlational relationships, correlations, standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing, ethical issues, British Psychological Society guidelines, primary data, secondary data, decimal form, standard form, ratios, fractions, percentages, estimate results, arithmetic means, significant figures, mean, median, mode, range, frequency tables, diagrams, bar charts, histograms, scatter diagrams for correlation, normal distribution</p>
--	---	---

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 10 autumn term:</p> <p>Perception</p>	<p>Explain the difference between sensation and perception.</p> <p>Explain how monocular depth cues: height in plane, relative size, occlusion and linear perspective affect our perceptions.</p> <p>Explain how binocular depth cues: retinal disparity, convergence affect our perception.</p> <p>Outline Gibson's theory, making reference to the influence of nature, the role of motion parallax and the lack of inference.</p> <p>Evaluate Gibson's theory; provide at least one strength and one weakness of the theory.</p> <p>Explain how visual illusions work, making use of key terms; ambiguity, misinterpreted depth cues, fiction, size constancy and how they work.</p> <p>Outline examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.</p>	<p>Sensation, perception, brain, organisation, monocular depth cues, binocular depth cues, height in plane, occlusion, relative size, linear perspective, retinal disparity, convergence, Gibson, motion parallax, nature, inference, visual illusions, ambiguity, misinterpreted depth cues, fiction, size constancy, Ponzo, the Müller-Lyer, Rubin's vase, the Ames</p>

	<p>Outline Gregory's theory, making reference to the influence of nurture, inferences from visual cues and past experience.  Evaluate Gregory's theory; provide at least one strength and one weakness of the theory.  Explain what is meant by a Perceptual set. Explain the effects of; culture, motivation, emotion, expectation on our perceptions.  Outline the aim, method, results and conclusion of the Gilchrist &amp; Nesberg's study. Explain at least one strength and one weakness of the study using PEEL.  Outline the aim, method, results and conclusion of the Bruner &amp; Minturn's study. Explain at least one strength and one weakness of the study using PEEL</p>	<p>Room, the Kanizsa triangle, the Necker cube, Gregory, past experiences, perceptual set, culture, motivation, emotion, expectation, Gilchrist and Nesberg, Bruner and Minturn, neural impulses, Gibson and Walk's visual cliff experiment, innate, learnt, constructivist, Gestaltian Psychology, reliability, generalisability, ecological validity, real world application</p>
<p>Development</p>	<p>Identify simple neural structures in womb; brain stem, thalamus, cerebellum and cortex  Describe early brain development reflecting development of autonomic functions, sensory processing, movement &amp; cognition  Explain the role of roles of nature and nurture  Understanding of Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation  Describe the four stages of development: sensorimotor, pre-operational, concrete operational and formal operational.  Be able to apply these stages in education  Piaget; Reduction of egocentricity, development of conservation  Describe and evaluate McGarrigle and Donaldson's 'naughty teddy study'; Hughes' 'policeman doll study'  Discuss Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning  Explain learning styles including verbalisers and visualisers  Describe and evaluate Willingham's Learning Theory and his criticism of learning styles</p>	<p>Brain stem, thalamus, cerebellum and cortex, nature and nurture, assimilation and accommodation, sensorimotor, pre-operational, concrete operational and formal operational, egocentricity, development of conservation, fixed mindset and growth mindset. The role of praise and self-efficacy beliefs, verbalisers and visualisers</p>
<p>Year 10 spring term:  Language thought and communication</p>	<p>Define non-verbal communication and verbal communication. Explain the functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.  Explain what is meant by body language, with reference to open and closed posture, postural echo and touch.</p>	<p>Piaget, Sapir-Whorf, native Americans, culture, survival, reproduction, territory, food, Von Frisch, non-verbal</p>

	<p>Explain how body language can be affected by cultural, status and gender differences.</p> <p>Explain Darwin's approach to non-verbal communication as evolved and adaptive.</p> <p>Explain at least one strength and one weakness of Darwin's approach to NVC.</p> <p>Explain evidence into how NVC could be in built from birth (e.g in neonates and the sensory deprived.)</p> <p>Explain evidence into how NVC could be learnt from our surroundings (e.g cultural studies of NVC).</p> <p>Outline the aim, method, results and conclusion of Yuki's study. Evaluate the study using PEEL.</p> <p>Outline how Piaget suggested that language is dependent on thought. Explain at least one strength and one weakness of Piaget's approach the relationship between language and thought.</p> <p>Outline how Sapir-Whorf suggested that language is dependent on thought.</p> <p>Explain at least one strength and one weakness of the Sapir-Whorf approach the relationship between language and thought.</p> <p>Explain how variation in recall of events and recognition of colours can affect what we think. Outline how recall of events and colours can be affected by the culture we are brought up in (eg in Native American cultures).</p> <p>Explain how research has explored the effect of culture on recall.</p> <p>Explain the limited functions of animal communication (survival, reproduction, territory, food).</p> <p>Provide examples of how animals display these functions.</p> <p>Identify the properties of human communication not present in animal communication (e.g plan ahead and discuss future events).</p> <p>Explain the differences between animal and human communication.</p>	<p>communication, eye contact, pupil dilation, touch, emotion, body language, open and closed posture, postural echo, touch, status, gender, Darwin, learnt, innate, nature, nurture, Yuki, emoticons, development, Cognition, Czech twins, Genie, Koko the Gorilla, Lexigrams, Universal grammar, sign language, Noam Chomsky, Washoe, Broca's area, Wernicke's area, Wernicke's aphasia. Piaget, Sapir-Whorf, native Americans, culture, survival, reproduction, territory, food, Von Frisch, Cognition, Czech twins, Genie, Koko the Gorilla, Lexigrams, Universal grammar, sign language, Noam Chomsky, Washoe, Broca's area, Wernicke's area, Wernicke's aphasia</p>
<p>Year 10 summer term:</p> <p>Brain and Neuropsychology</p>	<p>Explain the divisions of the human nervous system: central and peripheral (somatic and autonomic). Explain the basic functions of these divisions.</p> <p>Explain the autonomic nervous system and the fight or flight response.</p> <p>Outline the James-Lange theory of emotion.</p> <p>Explain at least one strength and one weakness of their theory.</p> <p>Explain the difference between sensory, relay and motor neurons.</p> <p>Identify the parts of a neuron and explain its functionality.</p>	<p>Synapse, neurotransmitter, action potential, axon, excitation, inhibition, nervous system, autonomic, peripheral, fight or flight, Brain, brain stem, thalamus, cerebellum, cortex, neural, frontal lobe,</p>

	<p>Explain how the release and reuptake of neurotransmitters within a synapse works.</p> <p>Explain how excitation and inhibition affect the action potential.</p> <p>Explain the relationship between synapses and the action potential</p>	<p>hippocampus, occipital lobe, parietal lobe, temporal lobe, Broca's area, Wernicke's area, motor cortex, somatosensory cortex, cognitive neuropsychology, stroke, neurological damage,</p>
--	--	--

Term and topic:	Fundamental knowledge	Entitlement vocabulary
<p>Year 11 autumn term:</p> <p>Brain and Neuropsychology</p>	<p>Outline Hebb's theory of learning making reference to plasticity/neuronal growth.</p> <p>Explain at least one strength or one weakness of Hebb's theory.</p> <p>Identify and explain the areas of the brain; frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum.</p> <p>Explain the functions of the key areas of the brain structure.</p> <p>Explain the role of motor, somatosensory, visual, auditory and language areas (e.g: Broca/Wernicke) in the brain.</p> <p>Outline the aim, method, results and conclusion of Penfield's study.</p> <p>Evaluate Penfield's study by making reference to PEEL</p> <p>Explain how the structure and function of the brain relate to behaviour and cognition.</p> <p>Explain the use of scanning techniques to identify brain functioning (e.g CT, PET and fMRI scans.)</p> <p>Outline the aim, method, results and conclusion of Tulving's study. Evaluate Tulving's study by making reference to PEEL</p> <p>Explain how neurological damage (e.g stroke or injury) can affect motor abilities and behaviour.</p>	<p>Tulving, PET, CT, fMRI, Penfield, James-Lange, Penfield, Hebb's theory, sensory, relay, motor, rest-digest, befriend and defend, myelin sheath, post-mortem, CAT scan, EEG, ERP, Transcranial magnetic stimulation, neural plasticity, motor neurone disease, dopamine, serotonin, adrenaline, noradrenaline, drug therapies, anti-depressants, stimulants.</p>
<p>Psychological problems</p>	<p>Explain key characteristics of mental health, (eg positive engagement with society, effective coping with challenges.)</p> <p>Explain how cultural variations in beliefs about mental health problems.</p> <p>Explain how the increased challenges of modern living affect mental health (e.g isolation).</p> <p>Explain how the increased recognition of the nature of mental health problems and lessening of social stigma have impacted on mental health.</p> <p>Explain the effect mental health problems have on the individual (e.g damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing.)</p>	<p>Society, coping, ICD, DSM, isolation, stigma, discrimination, physical well-being, crime rates, social care, economy, unipolar depression, bipolar depression, low mood, energy levels, sleep patterns, appetite levels, self-confidence, serotonin, neurotransmitters, negative schemas, attributional bias, anti-</p>

	<p>Explain how mental health affects Society, (e.g need for more social care, increased crime rates, implications for the economy.)</p> <p>Explain the differences between unipolar depression, bipolar depression and sadness.</p> <p>Outline how the use of International Classification of Diseases is used in diagnosing unipolar depression making reference to the number and severity of symptoms (e.g- low mood, reduced energy levels, and changes in sleep patterns and appetite levels, decrease in self-confidence.)</p> <p>Outline the Biological explanation of depression; making reference to the imbalance of neurotransmitters (e.g serotonin in the brain). Outline the Psychological explanation, making reference to negative schemas and attributions.</p> <p>Evaluate theories of depression, at least one strength and one weakness for each theory.</p> <p>Outline the use of antidepressant medications (e.g- SSRI's).</p> <p><b>MOCK EXAMS</b></p> <p>Outline the use of Cognitive behaviour therapy (CBT). Explain at least one strength and one weakness of each therapy for depression. Identify which of these therapies are holistic and which are reductionist. Explain how these therapies improve mental health</p> <p>Outline the aim, method, results and conclusion of Wiles' study. Evaluate Wiles' study using PEEL</p>	depressants, CBT, Wiles,
<p>Year 11 spring term:</p> <p>Psychological problems</p>	<p>Explain the difference between addiction/dependence and substance misuse/abuse.</p> <p>Outline how the use of International Classification of Diseases is used in diagnosing addiction (dependence syndrome), including a strong desire to use substance(s) despite harmful consequences, difficulty in controlling use, a higher priority given to the substance(s) than to other activities or obligations.</p> <p>Outline Biological explanations of addiction (e.g- hereditary factors/genetic vulnerability).</p> <p>Outline the Psychological explanation of addiction (e.g- peer influence).</p> <p>Explain at least one strength and one weakness of theories of addiction.</p> <p>Outline the aim, method, results and conclusion of Kaij's study. Evaluate Kaij's study using PEEL</p> <p>Outline how Aversion therapy can be used for addiction.</p> <p>Outline how Self-management programs can be used for addiction (e.g self-help groups, 12 step recovery programmes).</p> <p>Identify which of these therapies are holistic and which are reductionist.</p> <p>Explain how these therapies improve mental health.</p> <p>REVISION</p>	<p>reductionism, holism, addiction, substance abuse/misuse, dependence, Kaij, twins, peer influence, genetic, drugs, aversion therapy, self-help, 12 step programme, Rosenhan, deviation from ideal mental health, Jahoda, Szasz GABA, acetylcholine, dopamine, histamine, SSRI's, tricyclics, monozygotic, dizygotic, diathesis stress model, Antabuse, George Best, Alcoholics anonymous</p>
Year 11 summer term:	REVISION	



Cognitive

- Explain the process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.
- Understand the function of the endocrine system: glands and hormones.
- Outline and evaluate the fight or flight response including the role of adrenaline.
- Identify different experimental methods
- Can identify observational techniques
- Identify self-report techniques
- Can recognise a correlation
- Can write an aim
- Can write a hypothesis
- Can carry out a sample using any one of the 5 sampling methods
- Can justify the use of a pilot study
- Can identify different experimental designs
- Design an observational study
- Can construct a questionnaire
- Understand the different variables
- Control variables using standard procedures
- Can identify investigator effects within research
- Identify ethical issues in research design
- Understand the role of peer review in the scientific process
- Distinguish between qualitative and quantitative data
- Identify the difference between primary and secondary data
- Use descriptive statistics
- Can identify different ways of presenting data
- Can use statistical tests to analyse data – calculate the sign test
- Outline and evaluate the multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.
- Describe and evaluate types of long-term memory: episodic, semantic, procedural.
- Outline and evaluate the working memory model: to be able to describe the central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Explain features of the model: coding and capacity.
- Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.

	<ul style="list-style-type: none"> <li>• Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</li> <li>• Discuss ways of improving the accuracy of eyewitness testimony, including the use of the cognitive interview and evaluation</li> </ul>	
<p>Year 12 spring term: Attachment</p>	<ul style="list-style-type: none"> <li>• Recall research of Lorenz &amp; Harlow</li> <li>• Can identify 1 weakness of animal studies</li> <li>• Can define and discriminate sensitive and critical period</li> <li>• Can recall and explain basics of Learning theory- conditioning explanation</li> <li>• Can define conditioning, unconditioned/primary reinforcers, conditioned /secondary reinforcers</li> <li>• Can recall Schaffer and Emerson's study</li> <li>• Can explain in basic terms how evidence disproves Learning theory of attachment</li> <li>• Can explain Bowlby's monotropic theory and use key terms inc Internal working model</li> <li>• Can define Imprinting, critical and sensitive periods, internal working model, fixed action patterns, social releasers, monotropy,</li> <li>• Can use evidence to evaluate Bowlby's theory and refer to 2 specific concepts with relevant evidence</li> <li>• Can define and explain 2 named types of caregiver interaction Reciprocity and interactional synchrony and 1 study for each.</li> <li>• Can describe stages of attachment formation</li> <li>• Can describe research into multiple attachment (Schaffer &amp; Emerson) and one strength &amp; weakness</li> <li>• Can outline the role of fathers and associated research</li> <li>• Can describe and provide 1 strength &amp; 1 weakness of the strange situation as a technique for assessing attachment.</li> <li>• Can distinguish between types of attachment</li> <li>• Can describe basic research into attachment - maternal sensitivity, emotional availability and temperament. Can provide 1 strength and 1 weakness</li> <li>• Can recall key study into cultural variations in attachment. Can suggest 1 strength and 1 weakness either methodological or conceptual</li> <li>• Can consider the appropriateness and usefulness of attachment types</li> <li>• Can show understanding of: <ul style="list-style-type: none"> <li>• the distinction between primary and secondary data</li> <li>• meta analysis</li> </ul> </li> </ul>	

Psychopathology

- cross cultural studies.
- Can distinguish between privation and deprivation (as relevant to Bowlby's hypothesis)
- Can outline the effects of maternal deprivation according to Bowlby's MDH
- Can recall 2 pieces of research evidence on the long and 2 of the short term effects of MD
- Can outline and evaluate (1 strength 1 weakness) research into the effects of MD
- RM can explain Longitudinal studies and 1 Strength and 1 limitation
- describe and evaluate research into the effects of institutionalisation -Romanian orphans (1 strength 1 weakness)
- Develop understanding of the effects of maternal deprivation and institutionalisation on attachment and the implications of attachment types for later relationships.
- can outline the influence of early attachment on childhood and adult relationships using recall of key study: Hazen and Shaver
- can recall the continuity hypothesis in relation to IWM
- can recall and use research evidence to state value of continuity hypothesis
- apply basic understanding of MD and institutionalisation to explain novel situations
- describe and evaluate research into the effects of institutionalisation -Romanian orphans (1 strength 1 weakness)
- Develop understanding of the effects of maternal deprivation and institutionalisation on attachment and the implications of attachment types for later relationships.
- can outline the influence of early attachment on childhood and adult relationships using recall of key study: Hazen and Shaver
- can recall the continuity hypothesis in relation to IWM
- Outline definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- Be able to describe the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).
- Describe and evaluate the behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation,

	<p>including relaxation and use of hierarchy; flooding.</p> <ul style="list-style-type: none"> <li>• Describe and evaluate 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.</li> <li>• Outline and evaluate the biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</li> </ul>	
<p>Year 12 summer term:</p> <p>Social Influence</p>	<ul style="list-style-type: none"> <li>• Recall Asch: key study and 2 or 3 factors affecting conformity</li> <li>• Knowledge of 1 strength 1 weakness for Asch's study</li> <li>• Knowledge of identification, internalization &amp; compliance</li> <li>• Explanation: informative &amp; informative</li> <li>• Recall Sherif: key study and ambiguity</li> <li>• Knowledge of 1 strength 1 weakness for Sherif's study</li> <li>• Recall Zimbardo study of conformity to social roles.</li> <li>• Basic explanation for conformity to social roles</li> <li>• Knowledge of ethical issues (2 )</li> <li>• Knowledge of methodological issues (2)</li> <li>• Recall Milgram's study of obedience &amp; percentages</li> <li>• Recall and identify the effect of situational variables proximity, legitimate authority, location on obedience</li> <li>• Knowledge of Milgram's variations</li> <li>• Understand 1 explanation for obedience</li> <li>• Situational Agentive shift /state</li> <li>• Recall: Dispositional explanation</li> <li>• Authoritarian personality</li> <li>• Ethical evaluation of Milgrams work.</li> <li>• Methodological Evaluation of Milgram's work.</li> <li>• Sampling bias</li> <li>• Demand characteristics and investigator effects</li> <li>• Ecological validity and obedience</li> <li>• Recall research in real life settings Hoffling 1996, Bickman 1974</li> <li>• Characteristics of people Resisting social influence Nemeth - Knowledge of Dispositional explanation – Locus of Control (L of C) internal and external</li> <li>• situational explanation exposure to dissent and the easiest route.</li> <li>• Knowledge of the effect Social support</li> <li>• Definition of minority influence</li> <li>• Recall 1 key study of minority influence</li> </ul>	

	<ul style="list-style-type: none"> <li>• Knowledge of Moscovici's concepts of consistency commitment and flexibility</li> <li>• Recall 1 strength 1 weakness</li> <li>• Definition of social change &amp; process</li> <li>• Knowledge of the role of conformity and obedience can explain social change</li> <li>• Role of dissenters (Asch) and disobedient models (Milgram)</li> <li>• Role of minority influence in social change.</li> <li>• Conformity to the social norm</li> <li>• Knowledge the process of social change from minority to majority view.</li> </ul> <p>YR 12 MOCK EXAMS</p> <p>Start yr 13 Biopsychology and Research methods</p>	
--	--	--

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 13 autumn term:	<ul style="list-style-type: none"> <li>• Biopsychology yr 13</li> <li>• Research Methods yr 13</li> <li>• Schizophrenia</li> <li>• Mock exams</li> <li>•</li> </ul>	
Year 13 spring term:	<ul style="list-style-type: none"> <li>• Gender development</li> <li>• Forensic</li> <li>• Issues and Debates</li> <li>•</li> </ul>	
Year 13 summer term:	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	