

Key Stage 5 (12)		
Course title: Psychology A-Level		
Exam board: AQA		
Specification code: 7182/1, 7182/2, 7182/3		
<b>Autumn 1 (September – October) &amp; Autumn 2 (October – December)</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
	<b>Research methods</b> <ul style="list-style-type: none"> <li>• Experimental method</li> <li>• Research issues</li> <li>• Experimental design</li> <li>• Types of experiment</li> <li>• Sampling</li> <li>• Ethical issues</li> <li>• Pilot studies</li> <li>• Observational research</li> <li>• Self report techniques &amp; design</li> <li>• Correlations</li> <li>• Types of data</li> <li>• Measures of central tendency and dispersion</li> <li>• Presenting quantitative data</li> <li>• Mathematical content</li> </ul>	<b>Psychology Social Influence</b> <ul style="list-style-type: none"> <li>• Type and explanations of conformity—obedience vs conformity</li> <li>• Ethics and key studies</li> <li>• Obedience</li> <li>• Situational explanations of obedience</li> <li>• Resistance to social influence</li> <li>• Minority influence</li> </ul>
	<p>Students will have completed bridging tasks to do some background research and application tasks. This entails a mini on-line course as an introduction to psychology as a discipline. Making links to transferable skills from other subjects is important to build the schema for learning in psychology</p> <p>Term 1 combines two topics (Research methods and Social influence) This introduces students to fundamental research methods which is integral to the course.</p> <p>As the course progresses they will build on the previous learning in terms of basic evaluative skills and a deeper understanding of key principles of psychological research</p> <p>Students should now be more competent at note taking to help with the cognitive load and able to lead discussions on evaluation without as much scaffolding and prompts</p> <p>The teaching of Approaches will commence in the latter part of the Autumn term</p>	<p>This section of the course covers social influence with some integrated research methods. Social influence content aims to give students an understanding of how groups and the influence of others can alter our behaviour through obedience and conformity. We draw on contemporary examples and issues.</p> <p>The teaching of attachment will commence in the latter part of the Autumn term</p>

<p><b>Spring 1 (January – February) &amp; Spring 2 (February – March)</b></p>	<p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>• Learning approaches including the behaviourist approach and social learning theory</li> <li>• The cognitive approach</li> <li>• The biological approach</li> <li>• The psychodynamic approach</li> <li>• Humanistic Psychology</li> <li>• Comparison of approaches</li> </ul> <p>The approaches topic covers some of the core knowledge of psychology and is then continuously referenced throughout the course. This gives students the basic assumptions of each approach and contains much of the key disciplinary knowledge for the course.</p>	<p><b>Attachment</b></p> <ul style="list-style-type: none"> <li>• Animal studies</li> <li>• Explanations of attachment - Learning theory and Bowlby's monotropic theory including the concepts of critical period and internal working model</li> <li>• Strange situation and cultural variations in attachment</li> <li>• Maternal deprivation and Romanian orphans studies : effects of institutionalisation</li> <li>• The influence of early attachment on childhood and adult relationships.</li> </ul> <p>Attachment teaching will commence with the story of childhood attachment from infancy leading to its impact on adult relationships. Embedded research methods relevant to the stage in the course e.g. observations for strange situation. Continuous links to evaluation skills, issues and debates and approaches.</p> <p>Evaluative skills continuously reinforced with the use of various 'tools' such as SCOUT , GRENADE etc.</p>
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<p><b>Summer 1 (April – June) &amp; Summer 2</b></p>	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• The multi-store model</li> <li>• The working memory model</li> <li>• Explanations for forgetting, proactive and retroactive interference, retrieval failure due to the absence of cues</li> <li>• Factors affecting the accuracy of EWT including leading questions and post-event discussion</li> <li>• The cognitive Interview</li> </ul> <p>This is one of the final topics for year 12.</p>	<p><b>Clinical psychology and mental health</b></p> <ul style="list-style-type: none"> <li>• Definitions in the field of mental health</li> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and OCD</li> <li>• The behavioural approach to explaining phobias</li> <li>• The cognitive approach to explaining and treating depression</li> <li>• The biological approach to explaining and treating OCD</li> </ul> <p>In this topic we introduce the concept of</p>
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(June – July)	<p>It covers the experimental method and students learn the different theories of memory by engaging in mini experiments. They are then able to apply their knowledge of memory by considering factors affecting Eyewitness testimony</p>	<p>mental health and how we define it. The first two lessons consider different definitions in the field of mental health. Students are asked to make applications to everyday life and consider the difficulties in defining based on culture, norms and values. We then explore phobias, depression and OCD. For each we look at the DSM characteristics, explanations and then the treatment. Students will continue to embed the different approaches and explanations psychologists use to explain behaviour</p>
	<p><b>Biopsychology</b> In the final part of this summer term students begin year 13 Biopsychology covering:</p> <ul style="list-style-type: none"> <li>the nervous system, endocrine system</li> </ul> <p>neurons and synaptic transmission.</p>	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>Analysing qualitative data</li> <li>Reliability and Validity</li> <li>Science</li> <li>Report writing</li> </ul> <p>In the latter part of the summer term students return to RM and focus on the above before starting statistics in the autumn</p>

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Autumn 1 (September – October)	Teacher 1	Teacher 2
	Biopsychology (continued)	Research Methods
	<ul style="list-style-type: none"> <li>Localisation of function in the brain and hemispheric lateralisation.</li> <li>Function and recovery of the brain</li> <li>Hemispheric Lateralisation</li> <li>Ways of studying the brain</li> <li>Brain scanning techniques</li> </ul>	<ul style="list-style-type: none"> <li>Recap Reliability and validity</li> <li>Recap year 12 RM</li> <li>Choosing a statistical test</li> <li>Probability and significance</li> <li>Interpreting a statistical test</li> <li>Use of statistical tables</li> <li>Type 1 and Type 11 errors</li> </ul>
	<p>In this module students are taught key features of the nervous system, synaptic transmission and the endocrine system in the summer term of year 12. We then move on to consider Localisation of function (the theory that different parts of the brain are responsible for specific behaviours) and then hemispheric lateralisation and the recovery of the brain after trauma.</p> <p>Students explore the different ways of studying the brain e.g. FMRI and EEG methods.</p> <p>Biopsychology has been covered briefly in the Clinical psychology topic (biological theories of depression/drug treatments), forensics (areas of the brain for aggression), memory (case studies of brain damage patients), gender (biological theories of gender roles).</p> <p>This topic should give students a deeper understanding of these theories and can be useful examples when relating biology to psychology. Evaluation skills should now be of a high level.</p>	<p>The topic of research methods is a topic that spans both year 1 and year 2. In Year 12 we introduce students to a range of research methods used by psychologists and the issues associated with these. At the end of year 12 in the summer term students recap the RM covered so far and start to consider other issues related to psychological research such as features of science, reporting psychological investigations etc.</p> <p>In the autumn term of year 13 we focus on the important concepts of reliability and validity of psychological research, how the results of psychological investigations can be interpreted, inferential testing introducing statistical tests : sign test, Spearman's rho, Pearson's r, Wilcoxin, Mann Whitney, related t test and Chi -squared .</p> <p>They will become proficient in using statistical tables and critical values.</p>
Autumn 2 Oct- Dec	<b>Issues and Debates</b> <ul style="list-style-type: none"> <li>Gender bias including androcentrism, alpha and beta bias</li> <li>Culture bias including ethnocentrism and cultural relativism</li> <li>Free will, determinism</li> </ul>	<b>Schizophrenia</b> <ul style="list-style-type: none"> <li>Symptoms of schizophrenia – positive and negative</li> <li>Biological explanations of Schizophrenia: genetics and neural correlates, including the Dopamine hypothesis</li> </ul>

	<ul style="list-style-type: none"> <li>• Nature vs Nurture debate</li> <li>• Holism and reductionism debate</li> <li>• Idiographic and nomothetic approaches</li> <li>• Social sensitivity in psychological research</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological explanations of schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processes</li> <li>• Drug therapy: typical and atypical antipsychotics.</li> <li>• Cognitive behavioural therapy and family therapy used in the treatment of schizophrenia</li> <li>• Interactionist approach in explaining and treating schizophrenia</li> </ul>
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	<p><b>Forensics</b></p> <ul style="list-style-type: none"> <li>• Offender profiling: top down and bottom up approaches</li> <li>• Biological explanations: genetics and neural explanations:</li> <li>• Psychological explanations: Eysenck's theory, cognitive explanations</li> <li>• Dealing with offender behaviour</li> </ul> <p>An introduction to forensic psychology which covers offender profiling, explanations of offending and dealing with offending. Students will be expected to make links across the theories and to be able to compare and contrast. Use of contemporary examples where possible and to draw on statistics on offending, current affairs issues e.g. the prison crisis, impact of austerity measures and lack of funding implication in the 'dealing with offending' element.</p> <p>Students are encouraged to read around this subject for example forensic psychiatry.</p>	<p><b>Gender</b></p> <ul style="list-style-type: none"> <li>• The role of chromosomes and hormones in biological sex. Diversity in sex development including androgen insensitivity syndrome, Klinefelter's and Turner's syndrome</li> <li>• Gender identities and how gender has been measured using Bem Sex role inventory</li> <li>• Biological explanations of gender development</li> <li>• Cognitive explanations of gender development</li> <li>• Social Learning theory as applied to gender development and the influence of culture and media on gender roles</li> <li>• Gender incongruence.</li> </ul> <p>Progress in this topic will depend on students having a fundamental understanding of the different approaches in psychology covered in year 12 so that they can then apply it to gender development. The ability to evaluate these perspectives is also essential. Students will also require an understanding of the different research methods used to investigate gender.</p>
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