

Curriculum Map

Subject: Psychology

Year Group: 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content <i>Descriptive /propositional knowledge</i></p> <p><i>'knowing that'</i></p>	<p>Social Influence</p> <ul style="list-style-type: none"> 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. • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience: agentic state 	<p>Social Influence</p> <ul style="list-style-type: none"> 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>Research methods</p> <ul style="list-style-type: none"> Features of science: objectivity and the empirical method; replicability and 	<p>Attachment</p> <ul style="list-style-type: none"> Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and 	<p>Attachment</p> <ul style="list-style-type: none"> Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role 	<p>Memory</p> <ul style="list-style-type: none"> The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. <p>Biopsychology</p>	<p>Memory</p> <ul style="list-style-type: none"> Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. <p>Biopsychology</p> <ul style="list-style-type: none"> Ways of studying the brain: scanning techniques, including

	<p>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>Research methods</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation;</p>	<p>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> <p>Data handling and analysis • 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,</p>	<p>an internal working model.</p> <p>Approaches</p> <p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • 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</p>	<p>of an internal working model.</p> <p>Approaches</p> <p>The basic assumptions of the following approaches: • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. • 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. • Humanistic Psychology: free</p>	<p>• The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's</p>	<p>functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. • Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.</p>
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	<p>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> <p>Scientific processes • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between</p>	<p>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, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including</p>	<p>reinforcement, the role of mediational processes and Bandura's research. • 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>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. • Comparison of approaches.</p>	<p>areas, split brain research. Plasticity and functional recovery of the brain after trauma.</p>	
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	<p>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;</p>	<p>correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis.</p> <p>Inferential testing Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. • 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;</p>				
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	<p>design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. • 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</p>	<p>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>				
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	<p>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.</p>					
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<p>Skills <i>Ability knowledge</i></p> <p><i>'knowing how'</i></p>	<p>• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. •</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures</p>	<p>• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. •</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures</p>	<p>• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. •</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures</p>	<p>• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. •</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures</p>	<p>• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. •</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures</p>	<p>• AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>• AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. •</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures</p>
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Key Questions	<p>Outline and Evaluate normative and informational influence explanations of conformity (12/16)</p> <p>Outline and Evaluate (Asch's) research into conformity (12/16)</p> <p>Outline and Evaluate (Zimbardo's) research into the conformity to social roles (12/16)</p> <p>Outline and Evaluate (Milgram's) research into obedience (12/16)</p> <p>Outline and Evaluate two situational variables which affect obedience (12/16)</p> <p>Outline and Evaluate the authoritarian personality</p>	<p>Outline and Evaluate one or more explanations of obedience (12/16)</p> <p>Outline and Evaluate the role of social support and locus of control in resisting social influence (12/16)</p> <p>Outline and Evaluate (Moscovici's) research into minority influence (12/16)</p> <p>Outline and Evaluate the role of social influence processes in social change (12/16)</p> <p>What is science? How can we ensure reliability and validity? What is peer review? What mathematical skills that we already know can we use to describe</p>	<p>Outline and Evaluate infant-caregiver interactions (12/16)</p> <p>Outline and Evaluate Shaffer's stages of attachment (12/16)</p> <p>Outline and Evaluate animal studies of attachment (12/16)</p> <p>Outline and Evaluate the learning theory of attachment (12/16)</p> <p>Outline and Evaluate Bowlby's monotropic theory of attachment (12/16)</p> <p>Outline and Evaluate the behavioural approach in psychology (12/16)</p> <p>Outline and Evaluate the social learning approach</p>	<p>Outline and Evaluate the strange situation (12/16)</p> <p>Outline and Evaluate research into the cultural variations of attachment (12/16)</p> <p>Outline and Evaluate Bowlby's maternal deprivation hypothesis (12/16)</p> <p>Outline and Evaluate research into the effects of institutionalisation, refer to Romanian orphans (12/16)</p> <p>Outline and Evaluate the influence of early attachment of later adult relationships (12/16)</p> <p>Outline and Evaluate the biological approach in psychology (12/16)</p>	<p>Outline and Evaluate localisation of function in the human brain (16)</p> <p>Outline and Evaluate research into brain lateralisation and split brain (16)</p> <p>Outline and Evaluate the evidence for plasticity and functional recovery (16)</p> <p>Outline and Evaluate research into coding/capacity/du ration of STM and LTM (8/10)</p> <p>Outline and Evaluate the Multi Store Model of memory (12/16)</p> <p>Outline and Evaluate the</p>	<p>Outline and Evaluate research into circadian rhythms (16)</p> <p>Outline and Evaluate research into infradian/ultradian rhythms (16)</p> <p>Outline and Evaluate effects of endogenous pacemakers & exogenous zeitgebers on sleep-wake cycle (16)</p> <p>Outline and Evaluate retrieval failure as an explanation of forgetting (12/16)</p> <p>Outline and Evaluate research into the influence of misleading information on the accuracy of EWT (12/16)</p>
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	<p>explanation of obedience(12/16)</p> <p>How can we measure concepts scientifically? What are research methods?</p>	<p>data that we collect?</p>	<p>in psychology (12/16)</p> <p>Outline and Evaluate the cognitive approach in psychology (12/16)</p>	<p>Outline and Evaluate the psychodynamic approach in psychology (16)</p>	<p>different types of LTM (12/16)</p> <p>Outline and Evaluate the Working Memory Model (12/16)</p> <p>Outline and Evaluate interference as an explanation of forgetting (12/16)</p>	<p>Outline and Evaluate research into the influence of anxiety on the accuracy of EWT (12/16)</p> <p>Outline and Evaluate the cognitive interview as a way of improving the accuracy of EWT (12/16)</p>
Assessment	<p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> <p>Final written exam: Paper 2 = 2 hours • 96 marks in total • 33.3% of A-level</p>	<p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> <p>Final written exam: Paper 2 = 2 hours • 96 marks in total • 33.3% of A-level</p>	<p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> <p>Final written exam: Paper 2 = 2 hours • 96 marks in total • 33.3% of A-level</p>	<p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> <p>Final written exam: Paper 2 = 2 hours • 96 marks in total • 33.3% of A-level</p>	<p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> <p>Final written exam: Paper 2 = 2 hours • 96 marks in total • 33.3% of A-level</p>	<p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> <p>Final written exam: Paper 2 = 2 hours • 96 marks in total • 33.3% of A-level</p>
Literacy/ Numeracy/ SMSC/ Character	<p>Literacy – essay writing skills. Noting particularly key vocabulary spellings. Discussing origins of words where appropriate.</p> <p>Numeracy – Introduction to statistics and recap of GCSE maths skills. This includes; graphs, measures of central tendency and dispersion, percentages, algebra, standard form, sign test and problem solving.</p> <p>Spiritual</p> <p>Reflect on different theories of how people understand the world.</p> <p>Appreciate that abnormal beliefs to some are normal to others - such as hearing the voice of God.</p> <p>Sense of enjoyment and fascination in learning about themselves, others and the world around them - the cultural difference between human behaviour.</p>					

	<p>Moral</p> <p>Understand the debates centring on freewill and determinism and how that can affect moral decisions and behaviours.</p> <p>Understanding the consequences of behaviours for the individual and society and why some people behave in unlawful ways.</p> <p>Social</p> <p>Work with different groups of students and adults.</p> <p>Understand and communicate about different groups of people in our society and how their behaviours may impact their social standing or treatment, especially citing historic cases.</p> <p>Understand and appreciate gender differences in our society and how research has historically been gender bias and ways this impact could be reduced.</p> <p>Cultural</p> <p>Understand how different cultures behave and act and how and why these differences may have arisen. Discuss the difference between universality and learnt differences.</p> <p>Discuss differences in cultural bias that exist in psychological research.</p> <p>Understanding, acceptance, respect for, and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Ability to recognise and value the importance of shared psychological research that is free from ethnocentrism.</p>
Enrichment/Futures	<p>Futures in the subject are discussed when appropriate and teaching specific topics, this is both directly and indirectly. Career options are displayed in the department.</p> <p>Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation and problem solving skills.</p> <p>Enrichment - Relevant documentaries and wider reading throughout the course. Talk from university lecturer on psychology at university and relevant research run at their institution. We often run additional support sessions for students especially near the time of the exam to support with essay writing skills. Students are encouraged to sign up to and read BPS monthly emails containing the latest psychological research. Teaching is changed annually to reflect current issues and apply to real world applications in society. Students are encouraged to watch appropriate TED talks and complete wider reading.</p>