

Subject: Psychology

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Subject statement: An amazing subject that attempts to explain and understand human behaviour in a scientific way. Students will gain an understanding of how our memory works, clinical psychology and mental health, how children form attachments to their caregivers, why people obey and conform in certain situations, to name just a few of the topic areas. Students will need good essay writing skills, scientific knowledge and sound mathematical ability to be able to achieve. Our aim is for every student to feel comfortable and happy in class while being academically challenged. Students are expected to work hard.

Key Stage 5

Exam board: AQA (<https://www.aqa.org.uk/subjects/psychology/as-and-a-level>)

How we assess your child's progress in Key Stage 5:

Students are set regular homework on blue paper that are exam questions. These are marked by staff and given a grade (A*-E). Students are then given model answers on green paper which they use to annotate their homework to understand how to progress. At the end of each unit there is an end of topic exam, also graded A*-E. Students are given exam papers to complete which will increase as we move through the course.

In supervised study time, for each topic, students complete a study booklet which contains mindmap spaces, exam questions, a fact checker quiz and a list of revision questions which students make revision cards for.

The following topics are covered in each year:

Year 12: Social influence, Approaches, Memory, Clinical psychology and mental health, Attachment, Biopsychology and Research methods part one.

Year 13: Gender, Stress, Aggression, Issues and debates and Research Methods part 2.

Key Stage 5 Curriculum Overview

Year	Autumn Term		Spring Term		Summer Term		
	Unit / Topic Covered	Intended Outcomes (Knowledge and Skills)	Unit / Topic Covered	Intended Outcomes (Knowledge and Skills)	Unit / Topic Covered	Intended Outcomes (Knowledge and Skills)	Useful resources / websites parents can access to support learning and progress.
12	SOCIAL INFLUENCE VY Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: The Authoritarian Personality. 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. Explanations of resistance to social influence, including social support and locus of control. Minority influence including reference to consistency, commitment and flexibility.	To be able to explain what the terms A01/2 and 3 stands for. To be able to apply their knowledge to exam questions which will form the basis of all 4 social assessments (1 for each topic area) To complete SOCIAL key assessments 1-4 RESEARCH METHODS APPLIED: To be able to apply social influence knowledge to the following topic areas: - Qualitative and Quantitative data - Types of Experiment, lab, field, natural, quasi - 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.	CLINICAL PSYCHOLOGY AND MENTAL HEALTH VY Definitions in the field of mental health. including deviation from ideal mental health, deviation from social/cultural norms, failure to function adequately, statistical infrequency and The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive compulsive disorder (OCD). 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. 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. The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.	Students will be able to evaluate each definition for its ability to be able to be applied to other cultures. To be able to apply their knowledge to exam questions which will form the basis of all 4 Psychopathology assessments (1 for each topic area) To complete key assessments 1-4 RESEARCH METHODS APPLIED: To be able to apply psychopathology knowledge to the following topic areas: - Self-report techniques. Questionnaires: interviews, structured and unstructured. - Presentation and display of quantitative data: bar charts, histograms. - Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.	CAREERS IN PSYCHOLOGY This is not on the specification but is a stand-alone lesson designed to explore career opportunities in Psychology ATTACHMENT VY Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. 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. Effects of institutionalisation; English and Romanian adoptee project. The influence of early attachment on childhood and adult relationships, including the role of an internal working model.	For students to understand all career paths available if considering a Psychology degree. To complete ATTACHMENT key assessments 1-4 RESEARCH METHODS APPLIED: To be able to apply attachment knowledge to the following topic areas: - Observational techniques. Types of observation: - Observational design: behavioural categories; event sampling; time sampling. - Sampling methods including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. - Case studies	SPECIFICATION We are studying the AQA Psychology A-level course. Resources including the specification and previous exam papers can be found here: https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182 CLASSWORK: Students will be provided with a workbook for each topic that will contain everything they need to understand the topic. These contain, information, quizzes, mind-maps, exam questions, crosswords etc and are to be used in conjunction with the teacher in the classroom. Booklets can be used to assist with assessments, especially during year 12. HOMEWORK: Nearly all homework will be in the form of an assessment. Assessments are all exam questions and are out of 24 marks which is the same as each section in the exam. All assessments (usually 4 per topic) will be on blue coloured paper. These will be teacher marked and an A grade model answer provided (on green coloured paper) so students can annotate where changes need to be made on their work. These fortnightly assessments will provide an accurate indicator of progress. STUDYWORK: This is to be completed in study time at school. This will often take the form of glossary completion (in the front of every workbook, revision for retrieval quizzes, end of topic mind-map.) On-going

	APPROACHES HG Behaviourist approach Assumptions and methods. Classical conditioning (CC) key concepts Pavlov. Operant conditioning (OC) key concepts. Types of reinforcement. Social learning theory and the role of mediation processes – imitation identification modelling, vicarious reinforcement, Bandura. Cognitive approach Assumptions and methods. Internal mental processes Monitoring and controlling purposes of consciousness. Role of schemas. The use of models to explain mental processes. The role of inference Biological approach: Bio structures and neurochemistry. Genotype and phenotype, genes, evolution. Cognitive neuroscience. Humanistic approach free will, self-actualisation and Maslow's hierarchy of needs, congruence, the role of conditions of worth. Psychodynamic approach the role of the unconscious, structure of personality, defence mechanisms psychosexual stages	By the end of the topic students should be able to make effective comparisons between the approaches which will show K and U. To be able to apply their knowledge to exam questions which will form the basis of all 5 approaches assessments (1 for each topic area) To complete APPROACHES key assessments 1-5 RESEARCH METHODS APPLIED: To be able to apply approaches knowledge to the following topic areas: Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.	MEMORY HG MSM - STM/ Coding. Capacity duration The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting proactive and retroactive interference and retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion, anxiety, the use of the cognitive interview.	To be able to apply their knowledge to exam questions which will form the basis of all 4 Memory assessments (1 for each topic area) To complete MEMORY key assessments 1-4 RESEARCH METHODS APPLIED: To be able to apply Memory knowledge to the following topic areas: - Aims: stating aims, the difference between aims and hypotheses. - Hypotheses: directional and non-directional. - Variables: manipulation and control of variables, independent, dependent, extraneous, operationalisation of variables. - Control: random allocation and counterbalancing, randomisation, standardisation and control groups. - Demand characteristics, investigator effects. - Pilot studies and the aims of. - Experimental designs - Descriptive statistics	PPE WEEK Week of feedback and annotating exam papers BIOPSYCHOLOGY VY Divisions of the nervous system. Structure and function of sensory relay and motor neurons. Synaptic transmission Process and the role of neurotransmitters - excitation and inhibition. The function of the Endocrinal system The fight or flight response Scanning techniques (Fmri, EEG's, ERPs) Brain parts and roles Hemispheric lateralisation Split brain Plasticity & functional recovery	To be able to apply their knowledge to exam questions which will form the basis of all 3 Biopsychology assessments (1 for each topic area) To complete BIOPSYCHOLOGY key assessments 1 and 2 To complete Biopsychology HW3 and test	revision will also take place using the key questions sheets which are in the front of each booklet. Students will be asked to make a set of revision cards for each topic with the key question on the front and the answer on the back. USEFUL RESOURCES Students will be given a document with a book list and film list that will help deepen their understanding of the course but are not required for the exam. The following websites can be useful, but everything needed for the exam can be found in the student work books which are written by the teacher. https://www.simplypsychology.org/ https://learndojo.org/a-level/aqa-psychology/ Video clips to assist with key experiments: https://www.youtube.com/watch?v=y6GxluIjT3w https://www.youtube.com/watch?v=NyDDyT1lDhA https://www.youtube.com/watch?v=KND_bBDE8RQ https://www.youtube.com/watch?v=dmBqwWUg8U https://www.youtube.com/watch?v=apzXGEbZht0 https://www.youtube.com/watch?v=QTsewNrHUHU https://www.youtube.com/watch?v=OrNBHzjg8I
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13	ALL VY GENDER The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in biological sex. Diversity in sex development, including androgen insensitivity syndrome, Klinefelter's syndrome and Turner syndrome. Gender identities, including binary, non-binary and gender fluid. How gender has been measured using the Bem Sex Role Inventory. Biological explanations of gender development, including chromosomes and hormones. Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; Martin and Halverson's gender schema theory. Social learning theory as applied to gender development. The influence of culture and media on gender roles. Gender incongruence: biological and social/cultural explanations	To be able to apply their knowledge to exam questions which will form the basis of all 3 Gender assessments (1 for each topic area) To complete GENDER key assessments 1-3 In study time students will complete the gender revision study guide which contains mind maps for each topic and all previous exam questions.	AGGRESSION 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. 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	To be able to apply their knowledge to exam questions which will form the basis of all 5 Aggression assessments (1 for each topic area) To complete AGGRESSION key assessments 1-5 In study time students will complete the AGGRESSION revision study guide which contains mind maps for each topic and all previous exam questions.	STRESS The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol. The role of stress in illness, including reference to immunosuppression and cardiovascular disorders. Sources of stress: life changes and daily hassles. Workplace stress, including the effects of workload and control. Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response. Individual differences in stress: personality types A, B and C and associated behaviours; hardiness, including commitment, challenge and control. Managing and coping with stress: drug therapy, stress inoculation therapy and biofeedback. Gender differences in coping with stress. The role of social support in coping with stress; types of social support.	To be able to apply their knowledge to exam questions which will form the basis of all 3 Stress assessments (1 for each topic area) To complete STRESS key assessments 1-3 In study time students will complete the stress revision study guide which contains mind maps for each topic and all previous exam questions.	PSYCHOLOGY REVIEW MAGAZINE There is a new copy of this magazine every other month in the school library. It contains excellent articles all relevant to A-level Psychology and would be considered excellent reading especially by those students wishing to study Psychology at university. CAREERS IN PSYCHOLOGY The following website is the British Psychological society. They have great articles and interesting careers information about what you can do with Psychology https://www.bps.org.uk/
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	RESEARCH METHODS PART 2 Levels of measurement: nominal, ordinal and interval. Coding in content analysis Reliability across all methods of investigation. Ways of assessing reliability Types of validity across all methods of investigation. 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: Introduction to statistical testing; 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. 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	There are research methods questions embedded into all year 13 assessments in all other topics. Students will complete a research method workbook which contains 5 research methods full exam papers. One will be completed every half term and will be teacher marked with a model answer provided for each. Research methods is also continually referred to in lessons with quick quizzes and links to exam questions.	ISSUES AND DEBATES 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. Social sensitivity in research	To be able to take part in a debate on either side of the debate in class and use this to improve your essay writing. To be able to answer a 16-mark questions for each issue and each debate. These form 4 assessments in total. To understand which aspects to choose if it appears as an 8 mark question. To complete Issues and debates key assessments 1-4			
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