Programme of study for Year 12 Psychology

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
From: September **To:** Mid-November	**From:** Mid - November **To:** December	**From:** January **To:** February	**From:** February **To:** April	**From:** April **To:** June	**From:** June **To:** July
Topics covered: Approaches Biopsychology Y1/2 Research Methods **Skills:** AO1 - knowledge and understanding. AO2 - application AO3 - analysis and evaluation	**Topics covered:** Biopsychology Y1/Y2 Attachment Research Methods Memory Revision **Skills:** AO1 - knowledge and understanding. AO2 - application AO3 - analysis and evaluation	**Topics covered:** Social Influence Psychopathology Research Methods Memory **Skills:** AO1 - knowledge and understanding. AO2 - application AO3 - analysis and evaluation	**Topics covered:** Psychopathology Issues and debates Y2 Research Methods **Skills:** AO1 - knowledge and understanding. AO2 - application AO3 - analysis and evaluation	**Topics covered:** Revision Y1 & Y2 Recap **Skills:** AO1 - knowledge and understanding. AO2 - application AO3 - analysis and evaluation	**Topics covered:** Y2 Research methods **Key Focus:** Revision **Skills:** AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation
Key Learning Outcomes (students should know): • 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	**Key Learning Outcomes (students should know):** • 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.	**Key Learning Outcomes (students should know):** • 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.	**Key Learning Outcomes (students should):** • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. • Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Caregiver-infant interactions in humans: reciprocity	**Key Learning Outcomes (students should):** • Apply all knowledge to novel scenarios • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content • apply psychological knowledge and understanding of the specified Paper 1	**Key Learning Outcomes (students should):** • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content • apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts • analyse, interpret and evaluate psychological

and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious 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. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. • The divisions of the nervous system: central and peripheral (somatic and autonomic).	• 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. • 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 of an internal working model.	• Types of conformity: internalisation, identification and compliance. • Explanations for obedience: agentic state 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. • 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 • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning;	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 an internal working model. • Consider and apply issues and debates to Y1 content e.g. Gender bias, Cultural bias, Free Will & Determinism, Nature V Nurture, Ethical implications of sensitive research, Reductionism and Holism.	content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content • apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content •	concepts, theories, research studies and research methods in relation to the specified Paper 1 content • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content • apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content

• 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.		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. • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-			

		compulsive disorder (OCD). .			
End of term 1 assessment to cover: Students will complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered during the term.		**End of term 2 assessment to cover:** Students will also complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered since the start of the year, but in a random order to further build R&R.		**End of year assessment to cover:** Students will complete the End of Year 12 formal, internal exams on all the topics taught in Year 12 (the entire Paper 1 and Paper 2). Students will also complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered since the start of the year, but in a random order to further build R&R.	
Building understanding and Rationale / breakdown for your sequence of lessons: Paper 2 topics are taught first as they are deemed to be the most challenging topics according to examiner commentary and therefore provide students with further opportunity to consolidate knowledge before exams. The Sub-Topics are covered in a sequence that allows students to build on their previous knowledge. For example, to understand issues covered in Biopsychology, Memory and Social Influence- students need to have first studied approaches. Similarly, there are links across different topics. For example, research methods sets the foundation for students to effectively evaluate key research theories and experiments. Therefore, attention is given to drawing out links with other topics studied in the AQA Psychology specification so students can gain deeper insight into concepts covered which should be reflected in their evaluation of theories. At the end of each Sub-Topic, students will have the opportunity to practice exam questions and develop their exam techniques so that, by the end of the year, they would have seen and worked on an essay/exam question for each topic. In addition, they will have regular in-class assessments.					
Home Learning: Students will be set regular compulsory HL tasks. These will include reading ahead of the next lesson's topic, completing worksheets for further development of AO1 and AO2 skills, reading the Psychology Review or online articles and linking them to the content under study. In addition, students will also be given advice on how to use their LRCG and NCP time effectively and productively. These 'suggested', non-compulsory, tasks will include carrying out their own research, reading newspapers for the most up to date current events linked to the subject content, watching online documentaries, reading around the subject through the non-set textbooks available in the library, etc. Both HL and 'suggested' activities are pre-planned, however, if a current events occur that link to the content covered, the HL will change.					
Reading / literacy: Development of literacy is innate to T&L of Psychology and it covers all aspects of literacy and communication skills: reading of texts, extended (essay) writing, speaking and listening (including discussions of sociological theories and evidence) and introduction of new vocabulary as well as emphasising the importance of SPaG.					
Numeracy: Numeracy is developed through coverage of Research Methods which has a key focus on mathematical skills and statistical analysis. In addition to this, students are encouraged to complete experiments and analysis of data presented in a variety of forms including bar and line graphs, pie charts and statistical tables. For example, students have to be able to identify the appropriate statistical test to use and complete their own statistical analysis					
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Students are provided with the 'Independent enrichment activities list' which includes a reading list, documentaries, independent research suggestions, online resources and activities students can complete independently. In addition, students are encouraged to independently pursue Sociology related enrichment activities such as attending taster courses, masterclasses and lectures. These are promoted by teachers in lessons.					

Research Method Topics covered:

Sub-topics:

1. Types of experiments
2. Sampling methods and techniques
3. Identifying ethical issues and dealing with them
4. Observational techniques and design
5. Self-report techniques and design
6. Correlations
7. Mathematical skills
8. Measures of central tendency, dispersion and data distributions
9. Statistical testing
10. Scientific process of peer review
11. Psychology and the economy