September 2021- July 2022	**Half term 1**	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Year 10						
Learning	Psychology as a science: The key features of science such as hypothesis testing, variable manipulation and the importance of controlled conditions. The development of the forebrain, midbrain and hindbrain including medulla oblongata. The structure and function of the brain including brain development). The nervous system, neural structure and synaptic transmission. Hemispheric Lateralisation (including the role of the corpus callosum) . Types of experiment (laboratory, field and natural) including strengths and limitations. Research by **Sperry** into brain lateralisation.	Brain Damage - including prosopagnosia, visual agnosia, Broca Aphasia and Wernicke Aphasia. Research by **Damasio** assessing damage to the prefrontal cortex and changes in behaviour. Case studies in research and the strengths and limitations. Brain Measuring Techniques (post-mortem, fMRI and EEG's) including the strengths and limitations. **Developmental Psychology** Piaget's theory of cognitive development (sensorimotor, pre-operational, concrete operational, formal operational). Research by **Piaget** into child development including the strengths and limitations. Non-experimental research methods (questionnaires and observations).	**Dweck's** Mindset Theory, including the key terms Growth and Fixed mindsets. Research by **Gunderson** into mindset developments in children, including the strengths and limitations. Non-experimental research methods (observations and questionnaires). The benefits and limitations of conducting longitudinal research in the context of child development. Willingham's Learning Theory, including the role of schemas and factual knowledge. Theories of moral development in cluding Kohlberg's theory. The different types of experimental design, including the strengths and limitations of each design.	**Memory** Concepts of memory; encoding, duration, capacity and storage. The Multistore Memory Model, explaining concepts of encoding, duration and capacity. Research by **Peterson and Peterson** including the strengths and limitations. Sampling methods in psychology, including the ealuation of each method. The role of schemas and the theory of reconstructive memory. Research by **Bartlett** into the theory of reconstrucive memory, including the strengths and limitations. Factors that affect eye-witness testimony, including leading questions and anxiety. To be able to explain the difference between retrograde amnesia and anterograde amnesia.	**Psychological Problems** The characterisitcis and methods of diagnosing depression. The biological explanations of depression, including the role of serotonin and the 5-HTT gene. Research by **Caspi** looking at the genetic variations of the 5-HTT gene and depression. The psychological explanations of depression from a cognitive persepective including cognitive errors and the cognitive triad. The biological methods of treating depression, including the types of anti-depressants and the strengths and limitations of each. The psychological methods of treating depression, including CBT and Ellis' Rational Emotive Behavioural Therapy. The characteristics and methods of diagnosing addiction.	The biological explanations of addicition including the role dopamine (the dopamine reward pathway). The biological treatments of addicition, including replacement therapy and anti-depressant, including the strengths and limitations. The psychologial explanations of addicition, including the theory of conditioning and social learning. The psychological treatments of addiction (CBT), including the strengths and limitations. The research by **Young** into the effectiveness of CBT to treat internet addiction, including the strengths and limitations of online CBT sessions. Ethics in research - consent and the use of drugs as a form of treatment.
Concepts	**The key features of science** **Reliability** **Reductionism and Holism** **(Nature and Nurture(** **Approaches in Psychology (biological apporach)**	**The key features of science** **Reliability** **Reductionism and Holism** **Nature and Nurture** **Non-experimental methods** **Validity**	**The key features of science** **Nature and Nurture** **Non-experimental methods** **Validity**	**The key features of science** **Nature and Nurture** **Non-experimental methods** **Validity** **Approaches in Psychology (cognitive approach)**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**
What is needed to master the knowledge	Recognising how to conduct an experiment (IV manipulation, conditions), including explaining the difference between a lab/field experiment and a natural experiment. How to write a hypothesis (experimental and null hypothesis), including the purpose of a null hypothesis. Understand that different parts/lobes of the brain are responsible for different functions. To explain the nervous system and how messages are passed throughout our bodies.	Recognise the various forms of brain measuring and how computers are now used in research. To understand the development of how the brain works, including the historical developments and comparisons. To understand that all children pass through the same developmental stages but at different paces, depending on their genetics and environments. To explain the use of questionnaires and observations in research, including concepts surrounding the validity of their use.	To understand the theory of a growth and fixed mindset, applying to the context of their own education. To understand the role of non-experimental methods in psychology (observational studies and interviews), including the strengths and limitation of using each. To understand the concept of morals and the stages of moral development according to psychologists, including how to assess morality. To be able to explain the concept of working memory and the importance of attention, linking to their own experiences in education. To explain the three experimental designs used in research, including the strengths and limitations.	To be able to draw and label the multistore memory model. To explain the concept of encoding, including the encoding of the three memory stores. Schematic memories can affect our behaviour in many situations. To able able to explain the factors that can affect the accuracy of eye-witness testimonies. To be able to identify the characteristics of retrograde and anterograde amnesia in a scenario. To understand the concept of mundane realism and ecological validity as a limitation of memory research.	Students can explain how mental health problems are diagnosed by professionals. Students can identify the characteristics of depression and addiction. Students can explain the role of genetics in the development of behavioural characteristics. Students can explain the difference between monozygotic and dizygotic twins. Students can explain the difference between homozygous and heterozygous zygosity. Students can explain the role of learning in mental illness. (Conditioning and Social Learining) Students can explain how anti-depressants work, including the developments from tricyclics to SSRIs. Students can eplain the concept of reductionism in the conctext of psychological problems. Students will be able to explain the potential benefits and limitations of adopting a reductionist approach when explaining mental	Students will be able to explain the ethical considerations regarding the treatment of psychological problems, incldung the amount of control a patient has. Students will be able to explain the role of nurture in the development of psychological problems, including the role of celebrities and the media. Students can explain how CBT can be used to treat addicition in the context of internet addicition and gambling. Students will be able to explain the practical advanatges of completing a CBT programme remotely.
AOs	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**
Common Misconceptions	How the brain develops. Damage to the brain causes permenant damage. Significant damage to the forebrain results in death. Neurons only fire electrically. Neurotransmitters can be artificially increased. Neurotransmitters are only found in our brains. All brains are the same. All research is a 'case study' or conducted in a laboratory.	Computers cannot be used to detect chemical and electrical firing within a neuron. Questionnaires can only be sent out via the post or online. Questionnaires are only closed question or multiple choice (quantitative data). Brain damage refers to a physical injury or trauma. Brain damage means a learning difficulty. Everyone in the world has access to healthcare like the NHS. Children cannot give consent to participate in research. All Dr's or researchers are male.	People can multitask, ie: listen to music whilst reading a book. Intelligence is a fixed characteristics and some people are born smart. Intelligence is only measured through education or IQ tests. Random allocation in experimental designs are only used in independent groups design. Participant variables only exist in independent groups designs. Self-report methods are always low in validity due to social desirability bias.	Human memories are a direct recording of the event that has occurred. Memories just disappear from our brains. Reading through classnotes over and over is a good method of revision.	Family history of disorders or problems means a genetic/biological cause. Drugs are the only way to treat mental illness. Anti-depressants contain neurotransmitters. Synaptic transmission only involves one type of neurotransmitter. There are no ethical issues when using CBT. There is only one single criteria for diagnosing depression/addiction. Our understanding of mental health and what consists a psychological problem is consistent throughout the world.	Addiction can be behavioural and not just substance. Only certain people can develop and addiction. Addiction is not a real mental illness and is easy to stop. A patient will only be given CBT or drugs to treat mental illness. There is more stigma surrounding the use of drugs to treat mental illness compared to CBT.

September - June	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11						
Learning	**Social Influence** To understand the concept of conformity, including reasons why we conform. To explain the situational factors that affect conformity, including the research by Asch. To assess the personality factors that could explain conformity (locus of control). To explain the concept of obedience, including the situational factors that increase obedience. To assess the authoritarian personality and how it correlates with obedience levels. (Adorno) To apply the knowledge of obedience and conformity to historical contexts like the holocaust.	To outline deindividuation and conformity to social roles. To outline and evaluate the research by Zimabrdo, including the strengths and limitations of the study. To understand the concept of demand characteristics, and how demand characteristics can reduce the internal validity of a study. To be able to define the concept of the bystander effect, including bystander apathy and a diffusion of responsibility. Research by **Piliavin** into the bystander effects and factors that affect bystander intervention, including strengths and limitations. To recp the use of field experiments and population validity in the context of psychological research.	**The Self** The self-concept, development and the rouge test (Lewis & Brookes-Gunn) to chart emergence. Rogers' view of the selfconcept and its relationship to parental attitudes. Maslow's hierarchy of needs and the relationship to the self. Research by Van Houtte and Jarvis (1995): The role of pets in development and the strengths and weaknesses of the study. Erikson's theory of the stages of identity development Baumeister's theory of self: the need to belong and self-defeating behaviour. Vohs and Schooler (2008) study: The value of free-will and evaluation using strengths and weaknesses.. How external and internal factors mediate the development of self. Measuring personality from a nomothetic and idiographic perspective (including Thematic Apperception Test / Rorschach / Eysenck Personality Inventory and OCEAN traits.	**Forensic Psychology** The theory of conditioning as an explanation of criminal behaviour, including the role of operant conditioning and punishment. To explain the envrionmental influences of crime, including social learning. Research by **Bandura** to explain agressive behaviour amongst children. Research by **Charlton** analysing the effects of media on a child's playground behaviour. To understand the biological casuse of crime, including Eysenck's personality types. To explain the purpose of punishment and understand the concepts of recidivism and rehabilitation. To understand how token economy programmes are used in prisons to control and manage behaviour. To undertsnad how anger management maybe used to help deal with offender behaviour and rehabilitation.	**Summer exams - preparation and revision.**	
Concepts	**The key features of science** **Reliability** **Validity** **Non-experimental methods in research** **The purpose of psychological research** **Ethics**	**The key features of science.** **Reliability** **Validity** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**		
What is needed to master the knowledge	**To understand why people may conform and how this may result in negative behaviours.** **To explain the ethical issues surrounding the protection of participants and use of humans in research.** **To explain the importance of social roles when understanding the structure of society and the impact on other's behaviour.** **To recognise the importance of objectivity and controls when conducting research, including the use of a double-blind technique.**	To understand why deindividuation may explain incidents of antisocial behaviour (such as a riot). To understand how culture can affect behaviour and the limitations with conducting research using participants from only one culture. To recognise the importance of reliability (test-retest) when using different participants from different societies.	categorical self. To understand the interaction between self-image and ideal-self and the state of incongruence. To understand the hierarchy of needs and concept of self-actualisation. To outline the eight stages of development proposed by Erikson. To understand how a belief in free-will can impact choice (Vohrs and Schooler). To look at the role of a therapist in providing unconditional positive regard and the relevance of Client Centred Therapy. To explain the difference between temperament and personality. To outline the benefit of pets for growth and development in adolesence. To outline and evaluate the use of personality tests in psychology.	To be able to explain the nature/nurture debate in the context of explaining criminal behaviour. To be able to discuss the poetential ethical implications surrounding a genetic/biological cause of criminal behaviour. To understand the role of the media and social media in influencing criminal behaviour. To understand the debate surrounding prison abolitionism. To recognise how personality is linked to our nervous system.	**Summer exams - preparation and revision.**	
AOs	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**
Common Misconceptions	Consent must be gained before conducting research into social influence. Personality factors are 50/50 (you are one or the other). Authroitarian Personality develops through choice/free-will. Milgram did not have the consent of the participants. Milgram did not allow participants to withdraw from the study.	The presence of other people has little/no effect on us. Conducting observational research is easy. Cultural differences only occur between people from different societies or races. Zimbardo's research breaks ethical guidelines for consent and withdrawal.	Personality is fixed or determined by nature. Humanistic psychology wants to be considered a science. Personality testing is 100% accurate or validated.	Prisons are the only form of punishment used for criminal behaviour. Personality is based upon free-will and our likes and dislikes. Life inmprisonment means life imprisonment. Children will imitate everything that they see. Prisons/custodial sentences are soft or easy.		

September 2023 - July 2022 A1-G7	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	September 2023 - July 2022 A1-G7	Half term 6
Year 12						**Year 12**	
Learning	**introspection and the birth of experimental psychology.** • Wilhelm Wundt **Research Methods:** • Empiricism • Objectivity • Structuralism • Control • Variables (IV, DV, EV) • Reliability • Causal Relationships • Publication Process ('Philosophische Studien') **Psychodynamic Psychology** – links to introspection (self-analysis influence Freud). Key concepts: the role of unconscious, defence mechanisms, repression denial displacement Structure and dynamics of personality, psychosexual stages of development Research evidence to support and challenge psychoanalytic explanation. **Research Methods:** • Case Studies • Subjective Experience (Contrast with Objectivity) • Qualitative Data & Secondary Data **Behavioural Psychology** – developed in contrast to the psychodynamic approach to place the emphasis back on scientific methods. Key concepts: classical conditioning (Pavlov), operant conditioning (Skinner). **Research Methods:** • Laboratory research • Issues of external validity (population, ecological, concurrent, temporal) • Use of animals in research and the role of ethics. • Quantitative Data & Primary Data **Cognitive Psychology** – influenced by the development of Computer Programming (Turing). 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. **Research Methods:** • Data analysis • Inferences (empirical evidence) Social Learning Theory – the developments in the 1960's by Bandura and the combination of Cognitive Psychology (mediational processes) with Behaviourism (vicarious reinforcement). **Social Learning** – Bandura – modelling, imitation and vicarious reinforcement. **Research Methods**: • Controlled Observations (Bobo Doll Study) **Biological and Evolutionary Psychology** – early biological theories linked to Darwinism. Biological theories developing with the use of technological advances. **Research Methods:** • Reductionism and Determinism **Humanistic psychology**: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. Roger's influence on counselling psychology (Client Centred Therapy). **Research Methods:** Is Psychology a Science? (Review and Consolidation)	**Memory (Paper 01)** 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. Research that supports the MMM: Baddeley – Encoding in STM and LTM, Glanzer and Cunitz, Peterson and Peterson. **Research Methods:** Design your own memory experiment (replicate Peterson and Peterson) • Experimental Design (IG – RM - MP) • Control (Randomisation, Random Allocation, Standardisation, Counterbalancing, Participant Variables) • Data Analysis • Report Writing and Publication • Ethics (Consent form / Debrief) • Sampling Methods • Mundane Realism The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Baddeley and Hitch, Bunge, Shepard and Feng. Explanations for forgetting - proactive and retroactive interference and retrieval failure due to absence of cues. Underwood and Postman, Godden and Baddeley and Tulving, Bahrick. (Encoding Specificity Principle) Factors affecting the accuracy of eyewitness testimony - misleading information, including leading questions and post-event discussion; anxiety. Loftus and Palmer, Yuille and Cutshaw, Lindsay and Poole. Improving the accuracy of eyewitness testimony - including the use of the cognitive interview. Geiselman. **Research Methods:** The publication process and role of peer-review	**Attachment (Paper 01)** Explanations of attachment: learning theory of attachment including conditioning and imprinting. Dollard and Miller. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: evolutionary theory such as Bowlby, the concept of the critical period and monotropy. Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Bowlby's theory of monotropic attachments. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. Rutter, Robertson and Robertson. The influence of early attachment on childhood and adult relationships, including the role of an internal working model. Hazan and Shaver. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn, Grossman and Grossman, Takahashi. **Research Methods:** • Observational Research, including the types of observation (Behaviour categories, event sampling, time sampling, inter-rater/intra-rater reliability). • Meta-analysis **RP** - Case studies, qualitative research methods (interviews)	**Social Influence (Paper 01)** 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 and Crutchfield. Conformity to social roles - Zimbardo. **Research Methods:** • Field Experiment • Ethics • Demand Characteristics and control Observational research Explanations for obedience - agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. (Blokman and Hofling.) Dispositional explanation for obedience: the Authoritarian Personality and Locus of Control. Explanations of resistance to social influence - including social support and locus of control. Minority influence – Moscovici , consistency, commitment and flexibility. The role of social influence processes in social change.	**Psychopathology (Paper 01)** Definition of abnormality 1 – Deviation from Social Norms Definition of abnormality 2 – Failure to Function Adequately Rosenman and Seligman Definition of abnormality 3 – Deviation from ideal mental health Jahoda Definition of abnormality 4 – Statistical Infrequency Research Methods: • Distributions Psychopathology Characteristics – OCD, Depression and Phobias (Behavioural, Emotional and Cognitive characteristics). The DSM-V and ICD-10 including issues with diagnosis such as comorbidity, stigma/labelling and the subjective nature of mental illness. **RP:** Behaviourism – Pavlov & Skinner; classical and operant conditioning, positive/negative reinforcement, punishment. Watson. Behavioural Explanation of Phobias – The role of conditioning; systematic desensitisation and flooding. (Including evaluation) **RP:** 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. Cognitive approach to depression - Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. **RP**: Biological approach - The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. The Biological explanation and treatment of Obsessive Compulsive Disorder. Key concepts: serotonin, dopamine, twin studies, family studies, orbitofrontal cortex (OFC), basal ganglia. Explanation of neural firing and synaptic transmission – linked to anti-depressants.	**Learning Intentions**	Preparation for the end of year assessment (June). **Biopsychology** To understand the divisions of the nervous system: central and peripheral (somatic and autonomic) and the associated functions. To understand the structure and function of sensory, relay and motor neurons including features and functions of each neuron. To outline the process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.*Students should be able to explain how some anti-depressants work in relation to synaptic transmission.* To understand the unction of the endocrine system: glands and hormones and be able to outline the fight or flight response including the role of adrenaline. To explain the theory of brain localisation of function in the brain with specific reference to the motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas,. To understand the theory of brain lateralisation and critically discuss the research by Sperry. To explain the concept of brain plasticity and functional recovery of the brain after trauma. To outline and evaluate the ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. To understand the biological rhythms: circadian, infradian and ultradian and the difference between these rhythms and the effect of endogenous pacemakers and exogenous zeitgebers on each cycle. **Research Methods:** Statistical analysis in psychology. Type 1 and Type II errors in research. Paradigms and scientific revolutions (Kuhn) Falsification in research (Popper) Psychology and the economy.
Concepts	**The key features of science** **Reliability** **Reductionism and Holism** **Nature and Nurture** **Approaches in Psychology** **Validity**	**The key features of science** **Reliability** **Reductionism and Holism** **Nature and Nurture** **Non-experimental methods** **Validity**	**The key features of science** **Nature and Nurture** **Non-experimental methods** **Validity** **Ethics** **The purpose of psychological research**	**The key features of science** **Nature and Nurture** **Non-experimental methods** **Validity** **Ethics** **Reliability**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**Concepts**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **The purpose of psychological research** **Reductionism and Holism** **Ethics**
What is needed to master the knowledge	Understand that not all psychological approaches are (or want to be) scientific. To understand that the various approaches in psychology have developed in response to advancements in scientific knowledge, technology and cultural influences. To recognise the similaritities between the psychological approaches, rather than just identifying the differences. All approaches have their strengths and limitation and the approaches or researchers should not be 'pigeon holed'. Recognising how to conduct an experiment (IV manipulation, conditions), including explaining the difference between a lab/field experiment and a natural experiment. How to write a hypothesis (experimental and null hypothesis), including the purpose of a null hypothesis. Understand that different parts/lobes of the brain are responsible for different functions.	To demonstrate the understanding that memories are not an exact copy of an event and are affected by a number of factors including direct and indirect experience. Our understand of memory is incomplete, research and theories are still being developed based upon the lastest research findings. Reductionism and validity in the context of memory (including the strenghts/limitations). To understand the role of schemas and how schemas can affect our retrieval of memories, including concepts like the cross-race effect, misleading information and PED. To understand and explain of cognitive psychologists work with the police to offer training and guidance when interviewing eye-witnesses. To understand how internal factors (like anxiety) can affect memory. To understand the difference between experiments and experimental design.	To recognise that there is more than one explanation of why/how attachments form. To recognise the importance of forming a secure attachment for a child's social, emotional and cognitive development. To understand the short-term and long-term benefits of secure attachments. To explain the challenges of conducting research with children (interviewing parents, observations and the use of case studies). To explain the ethical guidelines surrounding using children and animals in research. To understand how cultural differences can affect the type of attachment a child displays when using procedures developed in the USA or UK. (Ethnocentricism)	To explain how the presence of others can affect our behaviour in a positive and negative way. To understand the situational and personality factors that have been linked to social influence. To recognise that there is not a single explanation of why people conform/obey. To explain how a minority can influence a majority and provide examples of historical individuals who have caused social change. To understand how atrocities are carried out by normal people, including examples like the holocaust. To offer advice on how social influence research can be used in a positive way to change behaviour. To understand how cultural differences can affect how people respond in social situations.	Students can explain how mental health problems are diagnosed by professionals. Students can identify the characteristics of depression, OCD and Phobias. Students can explain the role of genetics in the development of behavioural characteristics. Students can explain the difference between monozygotic and dizygotic twins. Students can explain the difference between homozygous and heterozygous zygosity. To understand the cultural variations in mental health diagnosis and the issues with using the DSM-V or ICD-10. Students can explain how anti-depressants work, including the developments from tricyclics to SSRIs. Students can explain the concept of reductionism in the context of psychological problems. Students will be able to explain the potential benefits and limitations of adopting a reductionist approach when explaining mental health. To explain how psychological treatments (CBT) is used to treat mental illness. To identify and explain the strengths and limitations of psychological and physiological treatments of mental illness.	**What is needed to master the knowledge**	To understand the role of neural firing, including synaptic firing (temporal and spatial summation) and types of neuron. To explain how the nervous system is divided and works alongside the endocrine system (including examples of behaviour). Students can explain the theory of brain localisation and how specific damage can result in the loss of function, including the reductionism and holism debate (Equipotentiality theory). Students can explain the role of the two hemispheres of the brain and internal communication via the corpus callosum. Students can explain how Sperry conducted his research into split-brain patients and the theory of hemispheric lateralisation. Students can explain the theory of brain plasticity including examples in relation to memory and the hippocampus. Students can explain the theory of functional recovery following injury and the benefits of neurorehabilitation. Students can outline each of the biological rhythms that affect the body including the role of the endogenous pacemaker and external zeitgerber, and the possible complications related to a disruptiuon of each cycle. To have the confidence to analyse data using the various statistical tests, understand how and when each test should be used. Demonstrate an understanding that no research findings are 100% and the purpose of p values in a study.
AOs	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AOs**	**AO1 / AO2 / AO3**
Common Misconceptions	All psychologists believe in the same factors that influence behaviour. There is one dominant or correct approach in psychology. Freud and psychodynamic psychology is no longer relevant in contemporary research. Science is a subject and not a method. There are no similarities between the approaches. Reliability means being able to replicate a study, rather than replicate the results. There is only one type of validity. All studies/research is an experiment. An experiment is conducted in a laboratory / controlled environment. The is no purpose of a null-hypothesis. To operationalise a hypothesis means to add detail.	All experiments follow the same design principles. Reductionism in psychology only has limitations. Random allocation can only be used in an independent groups design experiment. There are no individual differences in memory. Study that only use male/American samples can't be generalised to females/non-Americans.	Research using children is unethical. Animals cannot be used in psychological research. Results collected from animal studies cannot be generalised to humans. Inter-rater reliability and intra-rater relaibility are the same thing. Inter-cultural differences are more significant than intra-cultural differences. Only mothers can form a monotropic attachment according to Bowlby. The effects of institutional care are inevitable and irreverible for a child.	The authoritarian personality is a psychodynamic concept and classified as a psychological disorder. Consent cannot be acquired when conducting social influence research. Research using men cannot be applied to women. The key studies (Zimbardo, Asch, Milgram) are examples of field experiments. Zimbardo and Milgram broke ethical guidelines by not allowing participants to withdraw from their research. Ethics committes take place after a research has been conducted. The ethcial guidelines are rules that cannot be broken for the purpose of research.	Family history of disorders or problems means a genetic/biological cause. Drugs are the only way to treat mental illness. Anti-depressants contain neurotransmitters. Antidepressants are an unethical form of treatment. Synaptic transmission only involves one type of neurotransmitter. There are no ethical issues when using CBT. There is only one single criteria for diagnosing depression/addiction. Our understanding of mental health and what consists a psychological problem is consistent throughout the world.	**Common Misconceptions**	There is only one type of neuron. Damage to the brain is irrevesible. There is a single endogenous pacemaker that regulates our biological rhythms. Brain functioning is located in a specific area or hemisphere. The brain can only communicate internally via the corpus callousm. All people have their left-hemisphere dominant for speech. Your dominant hand indicates your dominant hemisphere (right-hand = left hemisphere dominance). Sperry's research was a laboratory experiment due to the high levels of control. Neurotransmitters and hormones are only found/released in the brain. No matter how many times a study is replicated and finds the same results, it does not prove the theory. P-values are always set at 5%. All scientists agree with the same principles of research.

September 2022 - June 2023	**Half term 1**	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	
Year 13						
Learning	**Issues and Debates (Paper 03)** Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. (Context link: Attachment and Psychopathology) 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. (Context link: Psychopathology) Holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation. (Context link: Approaches) Ethical implications of research studies and theory, including reference to social sensitivity. (Context link: Attachment)	**Stress (Paper 03)** The physiology of stress, including general adaptation syndrome (Selye), the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol. The role of stress in illness, including reference to immunosuppression (Kiecolt-Glaser) and cardiovascular disorders. Sources of stress: life changes (Holmes and Rahe) and daily hassles (Kanner). Workplace stress, including the effects of workload and control. (Karasek's *Job-control Demands model)* 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 (benzodiazepines, beta blockers), stress inoculation therapy and biofeedback. Gender differences in coping with stress. The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support. **Research Methods:** Questionnaires (self-report) Empirical evidence Ethics (drug therapies)	**Relationships (Paper 03)** The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. **Research Methods:** •Questionnaires and Interviews •Correlational Research •Ethics Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.	**Forensic Psychology (Paper 03)** Measuring Crime (Official Stats / Victim Surveys / Self-Report) – Dark Figure of Crime Offender Profiling: Top Down/Bottoms Up – David Canter's geographical profiling (Circle Theory). ***Biological explanations of criminal behaviour.*** Lombroso – Criminaloids and Gaulton's eugenics Raine – Neurological Research and birth deficits. ***Psychological explanations of criminal behaviour.*** Eysenck – Criminal Personality (mixture of nature/nurture). Cognitive Explanations: Hostile Attribution Bias / Minimalisations / Moral Reasoning (Kohlberg) Psychodynamic Explanations Differential Association Theory (Sutherland) ***Dealing with criminal behaviour and reducing recidivism rates.*** Custodial sentencing and behaviour modification. Anger management and Token Economy Programmes. **Research Methods:**	**Revision and exam preparation**	
Concepts	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Non-experimental methods in research** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism**	
What is needed to master the knowledge	To recognise the potential harm in gender biased research. To understand that behaviour is a combination of nature and nurture, and it depends on the behaviour/context in order to recognise which is most important. To recognise the ethical implications of research and the potential impact on communities and cultures. To understand how every approach in psychology adopts idiographic and nomothetic means of explaining human behaviour. To understand the strengths and limitations of adopting a nomothetic or idiographic approach.	To understand the harmful effects of long-term stress. To recognise that not all stress is bad stress. To understand the importance of collecting empirical evidence and triangulating with self-report methods when studying health. To accept that mental health is subjective. To understand the role of an occupational psychologist and the possible methods used to manage work-related stress. To be able to discuss stress management techniques and understand the strengths and limitations of psychological and physiological methods. To recognise the importance of technology in the role of stress management. To understand how culture and socialisation can result in a person adopting various difference stress management techniques.	To recognise the link between attachment types (Paper 01) and future relationships. To understand the various factors that affect attraction (not just physical attraction). To be able to explain physical attraction from an evolutionary perspective. To understand the difficulties with using self-report methods when conducting research into relationships. To outline the influence of culture and third-parties in our relationships. A relationship does not have to be reciprocated between two people to still be meaningful or important in a person's life.	To understand how criminological research has been influenced by social, economic and religious beliefs. To recognise the developments of the different perspectives of explaining criminal behaviour and how they are often linked to the dominant political paradigm at the time of research. There is no single explanation of criminal behaviour. The issues of generalisation when identifying relationships between characteristics in convicted criminals. To understand how a multi-agency approach is required to tackle and monitor crime. To understand the difficulties when rehabilitating offenders during a custodial sentence. To explain how behaviour modification can be used to manage and rehabilitate offenders.		
AOs	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	
Common Misconceptions	There are no similarities between the approaches. Approaches or psychologists only accept one side of each debate. Holism is better than reductionism. Ethical guidelines are rules and not guidelines. An approach is either idiographi or nomothetic. The humanistic approach is entirely idiographic.	Stress is always bad and harmful (should be avoided). Self-report methods are an invalid method of measuring stress. Drug therapies are dangerous and should be avoided. Stress coping techniques is entirely based upon socialised behaviours. The negative aspects of stress and only harmful for the individual.	A person's preference for a partner is stable or relatively consistent. Using social media increases a person's dissatisfaction with their own appearance and relationship status. Research into relationships cannot be conducted following the key principles of science. There is a single paradigm that explains how relationships are formed and maintained.	Biological explanations of criminal behaviour are no longer relevant in criminology. There are no ethical implications with accepting a biological explanation of criminal behaviour. Official police statistics are a valid method of measuring crime and deviance in a society. The sole purpose of prison is to rehabilitate offenders. Prisons are a successful method of dealing with offenders and reducing recidivism. Prisoners are aggressive and violent due to personality or biological reasons. All criminals are bad people and have made bad choices. Custodial sentences (prisons) are easy.		

Concept	Explanation of concept
The key features of science.	Students must understand the systematic method of acquiring new knowledge and the importance of each one of the key features (Hypothesis Testing, Variable Manipulation, Control of EV's, Validity, Reliability, Objectivity and Theory Construction). Students need to be able to understand what makes research scientific, including the importance of empirical evidence and publication. **(A Level: Students must recognise psedoscience and why pseudoscience is potentially dangerous/harmful)**
Reliability	Students must understand the importance of reliability as a feature of science, including assessing and improving reliability in research. **(A level: Students must understand the difference between internal and external reliability, including how to assess and improve).**
Validity	Students must understand the importance of validity as a feature of science, including assessing and improving validity in research. The concept of validity not only applies to how the research was conducted but also if the results can be applied to other situations, contexts or populations.
Nature and Nurture	Students must demonstrate and understanding of how behaviour is influence through a combination and nature and nurturing factors. They must understand the role of genetics and predisposition, including the purpose of twin research. Students must also understand the explanations of learnt behaviour, reinforcement and schemas.
Approaches in Psychology	Students must display an understanding of the various approaches in psychology and different methods of studying and explaianing human behaviour. They should recognise that psychologists often have differing opinions about the cause/influence/treatment of behaviour and that there is often inconsistency within the discipline. **(A Level: Students must understand the historical developments of psychology and why various approaches have developed alongside social, economic and cultural influences)**
Non-experimental methods in research	Students need to recognise the usefulness of non-experimental methods when studying human behaviour and constrast the collection of qualitative data with quantitative data.
The purpose of psychological research	Students need to be able to demonstrate an understanding of the applications of psychological research and how research findings can be used to develop specific treatments and programme to help modify behaviour. Students should not only focus on the applications surrounding mental health, but consider everyday contexts such as education, criminal justice and child development.
Reductionism and Holism	Students will understand the debates surrounding reductionism and holism, being able to describe the features of a reductionist and holisitc approach. Students must recognise that no theory/concept is entirely reductionist or holisitc and avoid considering the concepts as either/or.
Ethics	Students must understand the importance of ethics when conducting research. Ethical guidelines not only influence how research is conducted but must be taken into consideration in the context of the wider implications of psychological research. Students will consider the development of the ethical guidelines and consider the ethical guidelines in relation to the application of psychological research. Students must also understand the ethical implications surrounding the use of animals in research and treatment of patients with a mental illness. **(A level: Students must understand the role of the BPS and ethics committees).**