

Subject: Psychology

Exam board: AQA



holy family 6th

Assessment Information:

Description

Unit/Paper No.	Unit/Paper Title	Type of Unit	GLH	When Assessed	How Assessed
Paper 01	Introductory Topics in Psychology	Exam	33% of the course	Summer Year 13	Written exam, 2 hours = 96 marks
Paper 02	Psychology in Context	Exam	33% of the course	Summer Year 13	Written exam, 2 hours = 96 marks
Paper 03	Issues and Options in Psychology	Exam	33% of the course	Summer Year 13	Written exam, 2 hours = 96 marks

Rationale

The course will start by introducing the principles of the scientific method of enquiry and the approaches in psychology. This is assessed as part of Paper 02 but it is essential you understand the different perspectives and methods used by the branches of psychology and how changing paradigms are linked to cultural, historical and technological developments. This will take around 7 weeks before the approaches and methods are applied to the topics within psychology (Paper 01). The end of Year 12 will focus on further research methods and Biopsychology (Paper 02). Year 13 will introduce the issues and debates surrounding psychological research before focusing on the topics of Stress, Relationships and Forensic Psychology (Paper 03).

Key Resources (textbooks/videos/websites)

Resources that will help the students with their independence, homework and revision. Copies of any resources can be placed in the LRC or on the shared drive for students to access.

Burnett, Dean. (2016). *'The Idiot Brain'*. (Guardian Faber. London.) – **SHARED DRIVE**

Cardwell, Mike. (2018). *'Psychology A Level Year 1 and AS: The Complete Companion Student Book for AQA (Complete Companions Fifth Edition for AQA)'*. (Oxford University Press. London.) – **SHARED DRIVE**

Cardwell, Mike. (2018). *'Psychology A Level Year 2: The Complete Companion Student Book for AQA (Complete Companions Fifth Edition for AQA)'*. (Oxford University Press. London.) – **SHARED DRIVE**

Collin, C. *et al.* (2012). *'The Psychology Book'*. (DK Publisher. London.) – **SHARED DRIVE**

Fry, Hannah. (2019). *'Hello World: How to Be Human in the Age of the Machine.'* (Black Swan Publishing. London.) – **SHARED DRIVE**

Goldacre, Ben. (2009). *'Bad Science'*. (Fourth Estate. London.) – **SHARED DRIVE**

Greenberg, J. *et al.* (2015). *'Social Psychology: The Science of Everyday Life.'* (Worth Publishers. Washington.) – **SHARED DRIVE**

Gross, Richard. (2020). *'Psychology: The Science of Mind and Behaviour 8th Edition'*. (Hodder Education. London.) – LRC

Hockenbury, Sandra. *et al.* (2014). *'Psychology: 7th Edition'*. (Worth Publishers. Washington.) – **SHARED DRIVE**

Richie, Stuart. (2021). *'Science Fictions: Exposing Fraud, Bias, Negligence and Hype in Science'*. (Vintage Publisher. London.) - LRC

Sacks, Oliver. (2014). *'The Man Who Mistook His Wife for a Hat'*. (Picador. London) - LRC

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182> - AQA's website

<https://www.simplypsychology.org> – Excellent reference and revision website.

<https://www.tutor2u.net/psychology> - Excellent reference and revision website.

<https://www.youtube.com/watch?v=C8k-lrJldw> – The Brain with David Eagleman

https://www.youtube.com/watch?v=EHnJjGzp_M&t=90s – The Fantastic World of Hormones with Prof John Wass

Memory and Research Methods (Mr Riley)

- Writing Aims and Hypotheses (Directional, Non-directional and Null).
- Variable manipulation and control of variables (independent, dependent, extraneous and confounding variables).
- Types of experiment (laboratory, field, quasi, natural experiments) and demand characteristics.
- Control: random allocation, randomisation, standardisation.
- Experimental Design: Independent Groups, Repeat Measures (including counterbalancing) and Matched Pairs.
- The Multistore Memory Model, including the features of coding, storage, capacity and duration.
- Key studies: **Peterson and Peterson, Baddeley, Miller**.
- Reliability (assessing and improving) and Validity (face validity, concurrent, temporal, ecological).
- Types of long-term memory (declarative, non-declarative).
- The Working Memory Model
- Sampling Techniques: random sample, systematic sample, stratified sample, opportunity sample, systematic sample and volunteer sample.
- Explanations of forgetting: proactive and retroactive interference, retrieval failure and the encoding specificity principle.
- Key studies: **Underwood and Postman, Carter and Cassidy, Baddeley and Hitch**.
- Factors affecting Eye-witness Testimony: misleading information (**Loftus and Palmer**), post-event discussion (**Gabbert**), and anxiety (**Johnson and Scott**).
- Reporting psychological investigations, abstract, introduction, method, results, discussion and referencing.
- The role of peer review in the publication process.
- Improving Eye-witness Testimony through the cognitive interview (**Fischer**).

Attachment and Research Methods (Mr Riley)

- Caregiver-infant interactions in humans, reciprocity and interaction synchronicity (**Meltzoff and Moore**).
- Questionnaire and Interviews for psychological research, including investigator effects.
- Stages of Attachment (**Schaffer and Emerson**).
- Multiple Attachments and the role of the father.
- The Learning Theory of Attachment (**Dollard and Miller**).
- **Bowlby's** evolutionary theory of attachment (internal working model, critical period, continuity hypothesis).
- Case studies in research: Genie.
- Animal Studies for attachment (**Lorenz** - imprinting, **Harlow** - rhesus monkeys).
- Ethics in research (role of the BPS, consent, deception, confidentiality, debrief, withdrawal and protection).
- Types of attachment (secure, insecure-avoidant, insecure-resistant) and the Strange Situation (**Ainsworth**).
- Observational methods: behavioural categories, time-sampling, event-sampling, inter-observer reliability and intra-observer reliability).
- Cultural variations in attachment (**van IJzendoorn**) and meta-analysis.
- Maternal Deprivation: **Bowlby's** 44 juvenile thieves.
- Institutional Care and institutionalisation (**Rutter**).
- The influence of early attachments on future relationships (**Hazan and Shaver**).
- Inferential Statistics: Types of data (ordinal, nominal and interval).
- Inferential Statistics: The Sign Test and using critical values.
- Inferential Statistics: Related T, Unrelated T, Pearson R, Chi-squared, Spearman R, Wilcoxon U, Mann-Whitney statistical tests.

Approaches and Scientific Principles (Mrs Cottam)

- The birth of experimental psychology (Wilhelm Wundt and introspection)
- 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.
- Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research.
- Objectivity and subjectivity, empiricism and empirical evidence.
- 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 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 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.

Social Influence (Mrs Cottam)

- 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 (**Asch**).
- Conformity to social roles as investigated by **Zimbardo**.
- 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 (**Moscovici**), commitment and flexibility.
- The role of social influence processes in social change.

Psychopathology (Mrs Cottam)

- Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.
- Phobias, the behavioural, cognitive, and emotional characteristics of.
- 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.
- Depression, the behavioural, cognitive, and emotional characteristics of.
- 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.
- OCD, the behavioural, cognitive, and emotional characteristics of.
- The biological approach: the influence of genes on behaviour (genotype/phenotype), neural firing and synaptic transmission.
- The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

Year 12 – September - October

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	<p>Introspection and the birth of experimental psychology.</p> <ul style="list-style-type: none"> Wilhelm Wundt <p>Research Methods: Empiricism, Objectivity, Structuralism, Control, Variables (IV, DV, EV), Reliability, Systematic testing, Causal Relationships, Publication Process ('Philosophische Studien')</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the scientific method in application to psychology and the birth of experimental psychology.</p>	<p>GCSE Science – Hypotheses, variables and laboratory conditions.</p>		<p>Transition work booklet</p> <p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 124 – 125 & 178 - 183</i></p>	<p>Create a glossary of the key terms that relate to the scientific method, including why they are considered important features of science.</p>
	<p>Psychodynamic Psychology – links to introspection (self-analysis influence Freud).</p> <p>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.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To introduce the psychodynamic approach in psychology and the work of Sigmund Freud.</p> <p>To consider if psychodynamic psychology is scientific.</p>	<p>Empiricism, Objectivity, Control, Reliability.</p>	<p>Research the case of Little Hans.</p> <p>What type of research is Little Hans?</p> <p>Is the case of Little Hans scientific?</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 134 - 135</i></p>	<p>Watch the Sigmund Freud documentary on the Shared Drive.</p>

	<p>Behavioural Psychology – developed in contrast to the psychodynamic approach to place the emphasis back on scientific methods.</p> <p>Key concepts: classical conditioning (Pavlov), operant conditioning (Skinner).</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To introduce the behavioural approach in psychology and the work of Pavlov and Skinner.</p> <p>To contrast the behavioural approach with the psychodynamic in the context of the scientific method.</p>	<p>Empiricism, Objectivity, Control, Reliability, laboratory conditions.</p>	<p>Compare and contrast the behavioural approach to the psychodynamic approach. Consider the similarities and differences between their explanations of human behaviour.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 126 - 127</i></p>	<p>Create a storyboard that explains classical conditioning, step-by-step.</p> <p>Research the development of phobias from a behavioural perspective.</p>
	<p>Cognitive Psychology – influenced by the development of Computer Programming (Turing).</p> <p>Cognitive Approach - <i>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.</i></p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To introduce the cognitive approach in psychology.</p> <p>To start to consider the development of cognitive neuroscience and the techniques involved in brain measuring and scanning.</p>	<p>Empiricism, Objectivity, Control, Reliability, laboratory conditions, Causal Relationships.</p>	<p>Create a series of flash cards for the specialist terms covered as part of the cognitive approach in psychology.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 130 - 131</i></p>	<p>Research the development of EEG's and fMRI as techniques for measuring the brain.</p> <p>Research the Working Memory Model and explain how this relates to the cognitive approach.</p>

	<p>Social Learning Theory – the developments in the 1960’s by Bandura and the combination of Cognitive Psychology (mediational processes) with Behaviourism (vicarious reinforcement).</p> <p>Social Learning – Bandura – <i>modelling, imitation and vicarious reinforcement.</i></p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To introduce the work of Albert Bandura and the Social Learning approach.</p> <p>To explain how the cognitive approach and behavioural approach combine to create SLT.</p>	<p>Empiricism, Objectivity, Control, Reliability, laboratory conditions, Causal Relationships.</p> <p>Behavioural Psychology</p> <p>Cognitive Psychology</p>	<p>Explain how a psychologist can assess and improve the internal reliability of an observational study like Bandura’s.</p>	<p>Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 128 - 129</i></p>	<p>Create a storyboard that explains Bandura’s Bobo Doll study.</p> <p>Listen to the podcast about Bandura and his work in psychology</p> <p>https://www.bbc.co.uk/programmes/b008fxv9</p>
	<p>Biological and Evolutionary Psychology – early biological theories linked to Darwinism. Biological theories developing with the use of technological advances.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To introduce the biological approach and evolutionary psychology.</p>	<p>GCSE Biology – nervous system, genes and hormones.</p>	<p>Explain the breakdown of the nervous system in the body.</p>	<p>Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 132 - 133</i></p>	<p>Draw a map of the human body and label the glands of the endocrine system. Explain the function of each gland.</p>
	<p>Humanistic psychology: free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth.</p> <p>Roger’s influence on counselling psychology (Client Centred Therapy).</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To introduce the humanistic approach in psychology and the work of Carl Rogers and Abraham Maslow.</p> <p>To consider how the humanistic approach revolutionised therapy and understanding of human behaviour.</p>	<p>Empiricism, Objectivity, Control, Reliability, laboratory conditions, Causal Relationships.</p>	<p>Evaluate the usefulness of humanistic psychology for modern psychology.</p>	<p>Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 136 - 137</i></p>	<p>Listen to the podcast about Carl Rogers and his work in psychology.</p> <p>https://www.bbc.co.uk/sounds/play/b063ztb0</p> <p>Listen to the podcast about Abraham Maslow and his work in psychology</p> <p>https://www.bbc.co.uk/programmes/b01rw8mw</p>

End of term homework: Create a table that compares all of the psychological approaches and if they meet the scientific criteria.

Year 12 – November - December

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	The multi-store model of memory - <i>sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Baddeley – Encoding in STM and LTM, Glanzer and Cunitz, Peterson and Peterson.</i>	AO1 AO2 AO3	To understand the different components of memory and features of each memory store. Key studies: Miller: capacity of STM, Baddeley – Encoding in STM and LTM, Glanzer and Cunitz, Peterson and Peterson.	Research Methods: Experiments, realism and experimental design.	Create a consent form for your own Peterson and Peterson study.	Cardwell, Mike. (2018). <i>‘Psychology A Level Year 1 and AS. Pages 42 - 45</i>	Burnett, D. (2016). ‘The Idiot Brain’ – Chapter 2 (pgs 38 – 75). On Shared Drive.
	The Multistore Memory Model (Atkinson and Shiffrin)	AO1 AO2 AO3	To understand the theory of the multistore memory model and the research that supports the theory.	Cognitive Approach: Theoretical Models – Input – Process – Output Strengths and limitations of cognitive psychology.	Build the MMM at home using household items. Take a photograph and label the parts or an explanatory video.	Cardwell, Mike. (2018). <i>‘Psychology A Level Year 1 and AS. Pages 46 - 47</i>	Burnett, D. (2016). ‘The Idiot Brain’ – Chapter 2 (pgs 38 – 75). On Shared Drive.
	The working memory model: <i>central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Baddeley and Hitch, Bunge, Shepard and Feng.</i>	AO1 AO2 AO3	To explain the concept of working memory and how this differs from the MMM. You should be able to explain how research that supports the theory also challenges the MMM.	Cognitive Approach: Theoretical Models – Input – Process – Output Strengths and limitations of cognitive psychology	Create a poster the outlines the WMM including all components and research that supports the theory.	Cardwell, Mike. (2018). <i>‘Psychology A Level Year 1 and AS. Pages 48 - 49</i>	Burnett, D. (2016). ‘The Idiot Brain’ – Chapter 2 (pgs 38 – 75). On Shared Drive. Listen to the podcast from Alan Baddeley explaining the development of his WMM. On Shared Drive.

	<p>Types of long-term memory, including the associated areas of the brain.</p> <p>Explanations for forgetting - <i>proactive and retroactive interference and retrieval failure due to absence of cues.</i></p> <p>Underwood and Postman, Godden and Baddeley and Tulving, Bahrick.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the types of long-term memory and explain where these are stored in the brain.</p> <p>To understand the research that demonstrates how retrieval cues can increase the accuracy of recall.</p> <p>To explain how state and context are important factors that can influence memory.</p>	<p>Types of experiment: Laboratory and Field.</p>	<p>Research the case of HM and explain how this case study supports the theory of separate memory stores.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 50 - 56</i></p>	<p>Burnett, D. (2016). 'The Idiot Brain' – Chapter 2 (pgs 38 – 75). On Shared Drive.</p> <p>Create a leaflet to give advice to students on how retrieval cues can be useful for revision.</p>
	<p>Factors affecting the accuracy of eyewitness testimony - <i>misleading information, including leading questions.</i></p> <p>Key study = Loftus and Palmer</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To be able to explain what is meant by eyewitness testimony and explain how EWT can be affected by leading questions and misinformation.</p>	<p>Types of experiment: Laboratory and Field.</p> <p>Issues of internal and external validity (mundane realism and population validity).</p>	<p>Watch the Eye Witness documentary that explains how the police have been influenced by cognitive psychology.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 56 - 58</i></p>	<p>Burnett, D. (2016). 'The Idiot Brain' – Chapter 2 (pgs 38 – 75). On Shared Drive.</p>
	<p>Factors affecting the accuracy of eyewitness testimony – <i>anxiety.</i></p> <p>Key study = Yuille and Cutshall / Johnson and Scott.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To be able to explain the inverted U hypothesis in relation to anxiety and performance.</p> <p>To explain how anxiety can affect eye witness testimony, including crimes involving weapons.</p>	<p>Memory: Retrieval cues (state).</p> <p>Ethics: consider the ethics surrounding lack of informed consent and creating anxiety to research memory.</p>	<p>Write a debrief statement for Johnson and Scott's study to ensure that the study passes an ethics committee.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 58 - 60</i></p>	<p>Burnett, D. (2016). 'The Idiot Brain' – Chapter 2 (pgs 38 – 75). On Shared Drive.</p>

	<p>Factors affecting the accuracy of eyewitness testimony – <i>post-event discussion</i>.</p> <p>Key study = Gabbert</p> <p>Improving the accuracy of eyewitness testimony - <i>including the use of the cognitive interview</i>. Geiselman.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain how post-event discussion can affect the accuracy of EWT.</p> <p>To outline the four steps of the cognitive interview and how they relate to theories of memory.</p>	<p>Reconstructive Memory (Schemas) – GCSE Psychology.</p> <p>ESP – Tulving.</p>	<p>Create a glossary of key terms for Memory to aid revision.</p> <p>Use the Cornell note taking system to create revision essays for the key questions in the topic of Memory.</p>	<p>Cardwell, Mike. (2018). <i>‘Psychology A Level Year 1 and AS. Pages 56 - 58</i></p>	<p>Burnett, D. (2016). ‘The Idiot Brain’ – Chapter 2 (pgs 38 – 75). On Shared Drive.</p> <p>Create a leaflet for West Yorkshire Police giving advice to trainee police officers regarding the research findings of cognitive psychologists and how they should deal with eye witnesses.</p>
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Year 12 – January - February

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	<p>Caregiver-infant interactions in humans: <i>reciprocity and interactional synchrony</i>. <i>Stages of attachment identified by Schaffer</i>. <i>Multiple attachments and the role of the father</i>.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain the key term attachment, including synchronicity and reciprocity.</p> <p>To explain the four stages of attachment and behaviours associated with each.</p>	<p>Quasi-experiments Ethics</p>	<p>Complete the AO2 application exam questions related to stages of attachment.</p>	<p>Cardwell, Mike. (2018). <i>‘Psychology A Level Year 1 and AS. Pages 70 - 73</i></p>	<p><i>Gross, R. (2010) ‘Psychology: The Science of Mind and Behaviour’ pg 427-448</i></p> <p><i>Create a step-by-step checklist that a new mother could use it identify the stage of attachment their child is at. Include the behaviours associated with each stage and an approximate age.</i></p>

<p>Explanations of attachment: <i>evolutionary theory such as Bowlby, the concept of the critical period and monotropy. Hazan and Shaver.</i></p> <p>Animal studies of attachment: <i>Lorenz and Harlow.</i></p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain the ideas of Bowlby who believed that humans have an innate ability to form attachments.</p> <p>To explain how attachment formation may aid/benefit survival.</p> <p>To outline the research by Lorenz and Harlow that support the evolutionary theory of attachment.</p>	<p>Ethics: Animal research</p> <p>Psychodynamic psychology (evolutionary)</p> <p>Self-report methods: interviews</p>	<p>Read the chapter about John Bowlby: Collin, C. <i>et al.</i> (2012). <i>'The Psychology Book'</i>.583 – 592</p> <p>Essay question: Discuss Bowlby's evolutionary theory of attachment. [16 marks]</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 76 – 77 & 80 - 81</i></p> <p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 200 - 203</i></p>	<p>Watch the short video outlining the research by Harlow: Harlow's Horrifying Monkey Experiments - YouTube</p> <p>Read the chapter about Harry Harlow: Collin, C. <i>et al.</i> (2012). <i>'The Psychology Book'</i>.593 - 595</p>
<p>Ainsworth's 'Strange Situation'. <i>Types of attachment: secure, insecure-avoidant and insecure-resistant.</i></p> <p>Conducting observational research in psychology.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain the types of attachment and consequences of insecure attachment.</p> <p>To be able to evaluate the usefulness of observational research in psychology.</p>	<p>Hazan and Shaver's love quiz</p>	<p>Create a how-to-guide for designing and conducting observational research in attachment psychology.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 78 - 79</i></p> <p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 200 - 203</i></p>	<p>Read the chapter about Mary Ainsworth: Collin, C. <i>et al.</i> (2012). <i>'The Psychology Book'</i>.599 - 604</p>
<p>Explanations of attachment: <i>learning theory of attachment including conditioning and imprinting. Dollard and Miller</i></p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand how conditioning may be used to explain attachment formation.</p>	<p>Behaviourism</p> <p>Pavlov's Classical Conditioning</p> <p>Skinner's Operant Conditioning</p>	<p>Using the learning theory of attachment, create a how-to-guide for parents who have just adopted a young child, giving the advice on how to form an attachment.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 78 - 79</i></p>	<p>Create a diagram (similar to the ones used for Pavlov) to explain the process of conditioning attachments.</p>

	Cultural variations in attachment, <i>including van IJzendoorn, Grossman and Grossman, Takahashi.</i>	AO1 AO2 AO3	To understand how inter and intra cultural differences can affect the type of attachment a child displays.	Ainsworth's Strange Situation Social Learning Theory	Analyse Van IJzendoorn's meta analysis data and create a bar chart to display his findings.	Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 84 - 85</i>	Conduct your own research to look at some of the parenting strategies used in the countries involved in Van IJzendoorn's study.
	Bowlby's theory of maternal deprivation and effects of separation. <i>Romanian orphan studies: effects of institutionalisation. Rutter, Robertson and Robertson.</i>	AO1 AO2 AO3	To understand how separation from a monotropic attachment figure can result in behavioural changes in an infant. To understand the effects of privation and institutionalisation on a child's development.	Bowlby's theory of attachment Correlations in psychology Natural experiments	Write a letter to the government explaining the potential consequences of maternal deprivation for children whose parents are given custodial	Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 86 - 89</i>	Watch the follow documentary – Bulgaria's abandoned children revisited – consider if the children show signs of recovery following their institutionalisation part-1, Bulgaria's Abandoned Children Revisited - YouTube
	The influence of early attachment on childhood and adult relationships, <i>including the role of an internal working model. Hazan and Shaver.</i>	AO1 AO2 AO3	To understand the research that analyses the relationship between early attachment types and future adult relationships.	Questionnaires Correlations Correlation coefficients Scatter graphs Bowlby's Internal Working Model	Create your own questionnaire that could be used to assess attachment during childhood and current views of romantic relationships.	Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 86 – 89</i> Gross. (2010) <i>'Psychology: The Science of Mind and Behaviour'</i> pg427-448	Imagine that your part of an ethics committee and write a series of instructions for researchers who wanted to create their own 'love quiz'. Consider the guideline of protection and debrief closely.

Year 12 – March - April

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	Types of conformity - <i>internalisation, identification and compliance.</i> <i>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.</i>	AO1 AO2 AO3	To understand the different types of conformity and reasons for conformity. To outline and evaluate the research by Asch and consider the situational factors that increase conformity. To assess the personality factors linked to conformity.	Research Methods: <ul style="list-style-type: none"> • Field Experiments • Ethics • Demand Characteristics and control 	Explain how the psychology of conformity was used to encourage people to wear masks in public during the Covid-19 pandemic.	Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 18 - 21</i>	Gross. (2010) <i>Psychology: The Science of Mind and Behaviour</i> pg400-426 Greenberg et al. (2015). Social Psychology. Pg231 - 270
	To understand social roles and conformity to social roles.	AO1 AO2 AO3	To understand the research by Zimbardo and the Stanford Prison Experiment. To evaluate the Stanford Prison Experiment on the basis of its methodology and ethics.	Research Methods: <ul style="list-style-type: none"> • Controlled observations • Ethics • Demand Characteristics and control • Reliability 	Imagine that you work as part of an ethics committee and advise Zimbardo on how to replicate his study in modern times ensuring that ethical standards are followed.	Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 24 - 25</i>	Film: The Stanford Prison Experiment (On Shared Drive) Greenberg et al. (2015). Social Psychology. Pg231 - 270

	<p>Explanations for obedience - <i>agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. (Bickman and Hofling.)</i></p>	<p>AO1 AO2 AO3</p>	<p>To explain the reasons a person may obey an authority figure, including situational factors.</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> Controlled observations Ethics Demand Characteristics and control Reliability 	<p>Research the Mai Lai massacre during the Vietnam war and explain what happened with a reference to psychological explanations of obedience.</p>	<p>Cardwell, Mike. (2018). 'Psychology A Level Year 1 and AS. Pages 26 - 31</p>	<p>Milgram (1974) 'Obedience to Authority' <i>Opening Skinner's Box (Slater 2006). (LRC)</i> Greenberg et al. (2015). Social Psychology. Pg231 - 270</p>
	<p><i>Dispositional explanation for obedience: the Authoritarian Personality and Locus of Control.</i></p>	<p>AO1 AO2 AO3</p>	<p>To understand the links between personality and obedience.</p>	<p>Psychodynamic psychology:</p> <ul style="list-style-type: none"> Ego defence mechanisms Internal conflict <p>Research Methods:</p> <ul style="list-style-type: none"> Correlational data Structured interviews 	<p>Explain why psychodynamic explanations of obedience may not be a valid explanation of incidents of obedience such as during the holocaust.</p>	<p>Cardwell, Mike. (2018). 'Psychology A Level Year 1 and AS. Pages 26 - 31</p>	<p>Greenberg et al. (2015). Social Psychology. Pg231 - 270</p>
	<p>Project: Investigate the build up to the Second World War in Germany and explain the developments prior to the war to explain how a Nazi party were able to implement the final solution.</p>	<p>AO1 AO2 AO3</p>	<p>To apply your understanding of social influence to explain key incidents during the Second World War in Europe.</p>	<p>Obedience, conformity, situational factors, personality factors.</p>	<p>Independent research surrounding the holocaust and antisemitic legislation in Germany.</p>		<p>Greenberg et al. (2015). Social Psychology. Pg231 – 270 Film: The Nazis and the Final Solution (documentary on Netflix).</p>

	<p>Explanations of resistance to social influence - <i>including social support and locus of control.</i></p> <p>Minority influence – Moscovici, consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand how a minority can influence a majority and result in social change.</p> <p>To explain why some people remain independent and are not influenced by others or authority figures.</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> • Field Experiments • Ethics • Demand Characteristics and control 	<p>Apply your knowledge of social change to explain how to encourage more people to engage in environmentally friendly behaviour.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 32 - 37</i></p>	<p>Greenberg et al. (2015). Social Psychology. Pg231 - 270</p>
	<p>Definition of abnormality 1 – <i>Deviation from Social Norms</i></p> <p>Definition of abnormality 4 – <i>Statistical Infrequency</i></p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand what is meant by a social norm and how abnormality can be defined by a person deviating from social norms.</p> <p>To understand how to calculate a z-score and what is meant by standard deviation.</p> <p>To explain how statistics can be used to define abnormality.</p>	<p>Research Methods:</p> <ul style="list-style-type: none"> • Distributions • Standard Deviation • Mean score 	<p>Research the Naked Rambler and explain if his behaviour is considered abnormal from both definitions of abnormality.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 98 - 101</i></p>	<p>Watch the following videos and take notes:</p> <p>https://www.youtube.com/ Definition of Abnormality</p> <p>Evaluating the definitions of Abnormality</p> <p>Applications of the definitions of abnormality.</p>

Year 12 – April - May

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	<p>Definition of abnormality 2 – <i>Failure to Function Adequately</i> Rosenman and Seligman</p> <p>Definition of abnormality 3 – <i>Deviation from ideal mental health</i> Jahoda</p> <p>Psychopathology Characteristics – <i>OCD, Depression and Phobias</i> (Behavioural, Emotional and Cognitive characteristics).</p> <p>The DSM-V and ICD-10 including issues with diagnosis such as comorbidity, stigma/labelling and the subjective nature of mental illness.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand how psychologists define abnormality and psychologically healthy behaviour.</p> <p>To understand the DSM and ICD-10 in the diagnosis of mental illness.</p> <p>To consider the behavioural, cognitive and emotional characteristics of OCD, phobias and depression.</p>	<p>Humanistic psychology – hierarchy of needs, congruence and incongruence.</p> <p>Cultural issues</p>	<p>Research the cultural issues with the use and development of the DSM and how the DSM is trying to deal with the issue.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 102 - 105</i></p>	<p>Create a mind map that outlines the four definitions of abnormality including the strengths and weaknesses of each definition.</p>
	<p>Explaining the cause and maintenance of phobias.</p> <p>Outline how CBT can be used to treat phobias.</p> <p>Watson: Little Albert study</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand how classical and operant conditioning can be used to explain the development of phobias.</p> <p>To explain how phobias can be treated through counter-conditioning.</p>	<p>Behavioural Psychology: Pavlov, Classical Conditioning, Skinner, Operant Conditioning.</p>	<p>To write a leaflet that explains the cause of a fear of flying and how systematic desensitisation could be used to treat the phobia.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 106 - 109</i></p>	<p>Create a model answer using the Cornell note-taking system for the following question: Discuss behavioural explanations of phobias' [16]</p>

<p>Explaining the cause and maintenance of depression.</p> <p>Outline how CBT can be used to treat depression.</p> <p>Beck: Cognitive Triad Ellis: REMBT</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the cause of depression from a cognitive perspective.</p> <p>To explain how a cognitive psychologist can treat depression by challenging a person's mindset.</p>	<p>Cognitive Psychology: attributions and misattributions, inferences,</p>	<p>Complete the application questions relating to depression and the treatment of depression provided.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 110 - 113</i></p>	<p>Complete the exam question on page 120 – 121 of the textbook.</p>
<p>Explaining the cause and development of OCD from a biological perspective.</p> <p>Outline the structure and function of sensory, relay and motor neurons.</p> <p>Explain the process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the role of the OFC and neurotransmitters in the development of OCD.</p> <p>To be able to identify the key features of a neuron and identify the key features of three types of neuron.</p> <p>To explain the process of synaptic transmission including the role of summation.</p>	<p>Biological Approach: neurons, synapse and neurotransmitters.</p>	<p>Create a model of a motor-neuron and a synapse. Use your models to create a short video to explain neural firing including summation.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 102 – 105</i></p> <p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 152 - 153</i></p>	<p>Woolfe, D. (2016). <i>'Abnormal Child Psychology 6th Edition.'</i> Pg 355 – 399</p> <p>Watch: A little bit OCD documentary on the shared drive.</p>

<p>To explain how drugs can be used to manage OCD.</p> <p>To explain how psychosurgery can be used to treat OCD.</p> <p>To outline the divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>To explain the function of the endocrine system: glands and hormones.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain how SSRI's can be used to manage OCD.</p> <p>To explain how a cingulotomy can be used to treat OCD.</p> <p>To explain the role of the PNS and ANS including the process in the fight or flight response system.</p> <p>To be able to outline the following glands and associated roles: pineal gland – sleep/wake cycle, adrenal glands – fight or flight, hypothalamus – eat/satiety.</p>	<p>Biological approach</p>	<p>Create a leaflet for individuals diagnosed with OCD outlining the possible treatments available including the strengths and weaknesses of each treatment.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 102 – 105</i></p> <p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 150 - 154</i></p>	<p>Watch the documentary on YouTube 'The Fantastical World of Hormones' by Prof John Wass.</p>
<p>To explain the theory of Localisation of function in the brain including the motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas.</p> <p>To outline the theory of brain lateralisation including associated functions of each hemisphere, including the research by Sperry.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To be able to label a diagram of the brain and explain the associated functions with each area/lobe.</p> <p>To explain the work of Paul Broca and Carl Wernicke, including potential damage with these areas (aphasia).</p> <p>To explain the theory of lateralisation and the research by Sperry. You need to know the role of the corpus callosum and to evaluate Sperry's findings.</p>	<p>The Central Nervous System.</p> <p>Natural experiments</p> <p>Reliability</p> <p>Validity</p>	<p>Create an offline Wikipedia page that outlines the anatomical structure of the brain and associated functions.</p> <p>Watch: Splitting the Brain: How do we know what each brain hemisphere does? - YouTube</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 1 and AS. Pages 156 – 159</i></p> <p>Hockenbury, S. (2014). <i>Psychology 7th Ed. Pages 129 - 131</i></p>	<p>Create a model of the brain using household items or modelling clay. Make sure that each area, lobe and hemisphere is identifiable with a description of the functions.</p>

	<p>To explain the theory of brain plasticity and functional recovery.</p> <p>To explain the ways of studying the brain: scanning techniques.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain what is meant by brain plasticity, including the research of Maguire and Khan.</p> <p>To explain the possibility that the brain can recover lost functions or unmask dormant neurons.</p> <p>To be able to explain how the brain is measured using the following techniques; fMRI / MRI / post-mortem / ECG / EEG</p>	<p>Neurons</p> <p>Synaptic transmission</p> <p>Cognitive neuroscience</p>	<p>Create a poster to be displayed around school that explains the benefits of revision and the links to brain plasticity.</p>	<p>Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 160 - 163</i></p>	<p>Watch the video Brain Plasticity: A Mental Health Renaissance (TED Talk) and take notes on the potential practical applications of brain plasticity for mental health.</p>
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Year 12 – June - July

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	To understand the biological rhythms that our bodies go through, including circadian and ultradian rhythms.	AO1 AO2 AO3	To explain the role of the endogenous pacemaker and exogenous zeitgebers in the circadian rhythm of sleep. To explain the role of the endogenous pacemaker and exogenous zeitgebers in the ultradian rhythm involved in sleep.	Pineal gland and melatonin Endocrine system EEG Field Experiments Case Studies Animal research (ethics)	Record your sleep patterns over a week and self-evaluate your sleep patterns. Consider the ways to improve your sleep and the possible consequences of	Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 164 - 169</i>	Read 'Why We Sleep' by Dr Matthew Walker (on the shared drive). Burnett, D. (2016). 'The Idiot Brain' pages 22 – 30 (on the shared drive).
	To understand the biological rhythms that our bodies go through, including infradian rhythms (menstrual cycle and SAD).	AO1 AO2 AO3	To explain the role of the endogenous pacemaker and exogenous zeitgebers in the infradian rhythm of the menstrual cycle.	Endocrine system (oestrogen, progesterone, melatonin, pituitary gland and pineal gland). Field experiments	Investigate the treatments for Seasonal Affective Disorder that may be used to treat SAD.	Cardwell, Mike. (2018). <i>Psychology A Level Year 1 and AS. Pages 164 - 169</i>	Burnett, D. (2016). 'The Idiot Brain' pages 243 – 258 (on the shared drive).

	<p>The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol.</p>	<p>AO1 AO2 AO3</p>	<p>To outline the General Adaption Syndrome and work of Selye. To explain how coping mechanisms and environmental factors may contribute to 'exhaustion'.</p>	<p>The fight or flight response. The endocrine system including SAM. Animals in research (ethics and generalisability).</p>	<p>Create an A3 poster that outlines the role of SAM and the HPA systems involved in stress response.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2. Pages 194 – 197.</i> https://www.psychologytoday.com/gb/articles/201203/the-perfect-amount-stress</p>	<p>Toates. (2001) <i>'Biopsychology; An Integral Approach'</i> pg345-368 (S6) Gross. (2010) <i>'Psychology: The Science of Mind and Behaviour'</i> pg184-194 (LRC)</p>
	<p>The role of stress in illness, including reference to immunosuppression and cardiovascular disorders.</p>	<p>AO1 AO2 AO3</p>	<p>To understand how increased levels of cortisol correlates with immunosuppression and rates on illness. To explain how coping mechanisms and environmental factors may contribute to immunosuppression. To outline and evaluate the key research findings of Kiecolt-Glaser.</p>	<p>Correlations (cause and effect). Endocrine system. Self-report methods. Objectivity and empirical evidence.</p>	<p>Discuss the role of stress in chronic illness [16 marks].</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2. Pages 194 – 197.</i></p>	<p>Create a video on your phone to be used by the NHS that explains the potential dangers surrounding long-term stress. Your video could include possible methods of reducing stress.</p>

	Sources of stress: Workplace stress, including the effects of workload and control.	AO1 AO2 AO3	To outline Karasek's job-demands control model of stress in the workplace. To outline and evaluate Marmot's research into the relationship between employment and stress-related illness.	The role of adrenaline and noradrenaline in stress. Correlations. Quasi- experiments	Write a letter to the company directors of Amazon to outline the potential consequences of their employees working conditions on stress and absenteeism. Suggest possible solutions to the identified problems.	Cardwell, Mike. (2018). 'Psychology A Level Year 2. Pages 202 – 203. https://www.psychologytoday.com/gb/articles/200308/long-work-day-not-linked-stress	Gross. (2010) 'Psychology: The Science of Mind and Behaviour' pg184-194
	Sources of stress: life changes and daily hassles. SRRS: Life Change Units Daily Hassles	AO1 AO2 AO3	To outline and evaluate the research by Homes and Rahe and the development of the SRRS. To outline an evaluate the research by DeLongis and the concept of Daily Hassles. To compare and contrast LCU's and Daily Hassles as a predictor of stress related illness.	Self-report methods Correlations Retrospective data	Create your own SRRS scale suitable for sixth form students. Follow the same procedure that Holmes and Rahe used by asking independent students rate potential life change events that may occur during sixth form.	Cardwell, Mike. (2018). 'Psychology A Level Year 2. Pages 198 – 201. Hockenbury, S. (2014). Psychology 7 th Ed. Pages 531 – 563.	Create an A3 revision mind- map that outlines both the SRRS and Daily Hassles, make sure you highlight the specialist key terms and compare and contrast the two methods.

	<p>Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response.</p>	<p>AO1 AO2 AO3</p>	<p>To understand how the SRRS was developed at the use of the SRRS to assess immunosuppression.</p> <p>To outline and evaluate the concept of the daily hassles and uplifts scale and the adaptations following research.</p>	<p>Research Methods: Self-report and interview techniques. Social Desirability Bias</p>	<p>Discuss the relationship between life changing events and immunosuppression. [16]</p>	<p>Cardwell, Mike. (2018). <i>Psychology A Level Year 2</i>: Pages 198 – 200</p> <p>Hockenbury, S. (2014). <i>Psychology 7th Ed.</i> Pages 531 – 563.</p>	<p>Collect a volunteer sample of friends and relatives who would be willing to complete the SRRS scale and analyse their data.</p>
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Year 13 –

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
	<p>Birth of psychology, introspection and approaches – with a focus on learning approaches as there is overlap there with other content.</p> <p>Attachment – with a focus on caregiver infant interactions as this was right at the start of the unit and often gets forgotten.</p> <p>Memory – with a focus on forgetting, as the types get confused.</p> <p>Social influence – with a focus on role of social influence processes in social change, as it pulls the whole topic together.</p> <p>Psychopathology – with a focus on OCD as this was done as independent learning.</p>		<p>To refresh knowledge of paper 1 and paper 2 content and practise exam skills.</p>	<p>All flash back material.</p>	<p>Folder organisation – come prepared with dividers and wallets etc.</p> <p>Ensure you have completed mock reflection document.</p> <p>Ensure you have completed OCD project over summer.</p>	<p>Class notes from last year on relevant topics.</p>	<p>Create a one-page detailed mind map on each topic, including evaluation.</p> <p>Complete Senecas on each topic.</p> <p>Complete exam questions on each topic.</p> <p>Write your own application style stem question on any topic, and then answer it.</p>

Week 1	<p>Gender and culture in psychology – universality and bias.</p> <p>Free will and determinism in psychological research and approaches.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the issues of gender bias and cultural bias in psychological research. It is important to recognise how such biases may distort our understanding of human behaviour.</p> <p>To understand the difference between free-will and determinism, including the strengths and limitations of each debate.</p>	<p>Approaches in Psychology:</p> <p>Psychodynamic – psychic determinism</p> <p>Biological – hard determinism</p> <p>Cognitive – experimental determinism</p> <p>Humanistic – free will</p> <p>Behaviourism – environmental determinism</p>	<p>1. Briefly explain the concept of free will. (1)</p> <p>2. Explain what is meant by ‘biological determinism’ and ‘environmental determinism’. (4)</p> <p>3. Explain the difference between hard determinism and soft determinism. (3)</p> <p>4. Explain why science places an emphasis on causal explanations. (3)</p>	<p>Cardwell, Mike. (2018). <i>‘Psychology A Level Year 2: Pages 42 – 47</i></p>	<p>Read the following:</p> <p>https://www.psychologytoday.com/gb/basics/replication-crisis</p> <p>Richie, Stuart. (2021). <i>‘Science Fictions: Exposing Fraud, Bias, Negligence and Hype in Science’</i>. (Vintage Publisher. London.) – LRC</p> <p>Watch:</p> <p>https://www.youtube.com/watch?v=EHnJjGzp_M&t=90s – The Fantastic World of Hormones with Prof John Wass</p>
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Week 2	<p>Holism and reductionism: levels of explanation in psychology.</p> <p>Idiographic and nomothetic approaches to psychological investigation.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the difference between holism and reductionism and how each is related to the approaches in psychology.</p> <p>To explain the difference between nomothetic research and idiographic, including the strengths and limitations.</p> <p>To explain the concept of socially sensitive research including examples.</p>	<p>Approaches in Psychology:</p> <p>Research Methods: Ethics and the role of an ethics committee.</p>	<p>Discuss holism and reductionism in psychology. (16 marks)</p> <p>Explain what the terms 'idiographic' and 'nomothetic' mean. (4 marks)</p> <p>Explain what is meant by 'socially sensitive research'. (3 marks)</p> <p>Outline one example of research that is socially sensitive. (3 marks)</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 48 – 55</i></p>	<p>Hockenbury, S.E. (2015). <i>'Psychology 7th Edition'</i>. Pages 88 – 89 (On Shared Drive).</p>
Week 3	<p>The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol.</p> <p>The role of stress in illness, including reference to immunosuppression and cardiovascular disorders.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To be able to outline the SAM and HPA pathways involved in stress response.</p> <p>To explain the concept of the General Adaptation Syndrome, including the research that supports and challenges.</p> <p>To consider the work of Kiecolt-Glaser and understand the impact of cortisol on our immune system.</p>	<p>Biological Approach in Psychology.</p> <p>Research Methods: Self-report (interviews and questionnaires)</p> <p>Fight or Flight response.</p>	<p>Create a diagram that explains the HPA and SAM response to stress using a phobia as an example.</p> <p>Create a poster to be displayed around school that explains immunosuppression and gives advice how to manage stress levels.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 194 - 195</i></p>	<p>Read:</p> <p>https://www.psychologytoday.com/gb/articles/201203/the-perfect-amount-stress</p>

Week 4	Sources of stress: life changes and daily hassles. Workplace stress, including the effects of workload and control.	AO1 AO2 AO3	To understand how the workplace can act as a source of stress, including Karasek's job-demands control model.	Biological Approach in Psychology. Research Methods: Self-report (interviews and questionnaires) Fight or Flight response.	Create a letter to Jeff Bezos explain how to reduce staff stress levels at the Amazon warehouse. Describe and evaluate ways that stress can be measured. In your answer make reference to self-report scales and physiological measures. (16 marks)	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 196 - 197</i>	Read: https://www.psychologytoday.com/gb/articles/200308/long-work-day-not-linked-stress
Week 5	Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response.	AO1 AO2 AO3	To understand how the SRRS was developed at the use of the SRRS to assess immunosuppression. To outline and evaluate the concept of the daily hassles and uplifts scale and the adaptations following research.	Research Methods: Self-report and interview techniques. Social Desirability Bias		Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 198 – 200</i>	

Week 6	Individual differences in stress: personality types A, B and C and associated behaviours; hardiness, including commitment, challenge and control.	AO1 AO2 AO3	To understand how personality is related to stress response and coping (including immunosuppression).	Stress and illness. Research Methods: Correlational data and self-report methods.	1. Briefly explain what is meant by 'Type A behaviour' in relation to stress. (2) 2. Outline one study that has investigated Type A and B behaviour. (4) 3. Explain why Type C behaviour could be linked to stress. (3) 4. Describe and evaluate the relationship between personality and stress. Refer to personality Types A, B and C in your answer. (16)	Cardwell, Mike. (2018). <i>Psychology A Level Year 2: Pages 202 - 204</i>	
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Week 7	<p>Managing and coping with stress: drug therapy (benzodiazepines, beta blockers), stress inoculation therapy and biofeedback. Gender differences in coping with stress.</p> <p>The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the various methods of coping with stress including the benefits and limitations of drugs and CBT.</p> <p>To outline and evaluate the research relating to the techniques of coping with stress and links to gender.</p>	<p>Gender Bias in Psychology.</p> <p>Neural firing and anti-depressants.</p>	<p>1. Explain how benzodiazepines help people cope with stress. (3 marks)</p> <p>2. Explain how beta blockers are used to manage stress.</p> <p>3. Compare the usefulness of drugs to manage stress compared to psychological methods such as CBT. (16)</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 208 - 212</i></p>	<p>Create a leaflet that explains how BZ's and BB's work for the NHS. Ensure you include strengths and limitations relevant for a patient leaflet.</p>
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Year 13 – November - December

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.	<p>AO1</p> <p>AO2</p> <p>AO3</p>	To understand the evolutionary explanations of partner selection, including the difference between intra and inter mate competition.	Evolutionary psychology	Create a leaflet that explains the research findings surrounding the evolutionary explanations of physical attractiveness.	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 63 - 65</i>	Read Greenberg, J. (2015) <i>The Science of Everyday Life</i> . Pages: 581 - 584 and compare and contrast the influence of evolution and culture on attraction.

Week 2	Explanations of relationship formation.	AO1 AO2 AO3	To outline and evaluate the matching hypothesis (physical attractiveness and social desirability) as an explanation of relationship formation. To outline and evaluate the filter theory (attitudes, needs and demography) as an explanation of relationship formation.	Interviews Correlation Qualitative data	Find a celebrity couple of your choice and explain how the relationship may have initially started according to the matching hypothesis.	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 68 - 69, 72 - 73</i>	Read Greenberg, J. (2015) <i>The Science of Everyday Life</i> . Pages: 564 - 567
Week 3	Explanations of relationship maintenance 1.	AO1 AO2 AO3	To outline and evaluate the social exchange theory (comparison level and comparison for alternatives) as an explanation of relationship maintenance. To outline and evaluate the equity theory as an explanation of relationship maintenance.	Interviews Correlation Qualitative data Ethics	Outline and evaluate the social exchange and/ or equity theory of romantic relationships. (16 marks)	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 74 - 77</i>	Create your own dating app based upon your understanding of physical attractiveness and relationship formation.
Week 4	Explanations of relationship maintenance 2.	AO1 AO2 AO3	To outline and evaluate the investment model as an explanation of relationship maintenance.	Interviews Correlation Qualitative data Ethics	Create a leaflet that explains how and why romantic relationships are maintained. Imagine that you work for a dating agency.	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 78 - 79</i>	Complete the 'Research Methods' activity box related to Rusbult's investment model on page 77 of the textbook.

Week 5	To explain the process of relationship breakdown.	AO1 AO2 AO3	To outline and evaluate Duck's phase model of relationship breakdown and the reasons for relationship breakdown.	Interviews Correlation Qualitative data Ethics	Outline and evaluate Duck's phase model of relationship breakdown. (16 marks)	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 80 - 81</i>	Watch the episode of Friends (Season 3 Episode 15) and identify the breakdown phases suggested by Duck as the couple split.
Week 6	Self-disclosure and relationship maintenance and the influence of digital communication.	AO1 AO2 AO3	To understand the how self-disclosure may increase attractiveness and the increased self-disclosure due to the absence of gating.	Interviews Correlation Qualitative data Ethics	Outline the nature of self-disclosure in virtual relationships. (4 marks) Outline the effect of absence of gating in virtual relationships. (4 marks)	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 70 - 71, 82 - 83</i>	Independently research the number of people using dating apps in the UK and how many successful relationships form from a dating app or online platform.
Week 7	Parasocial relationships and celebrity worship.	AO1 AO2 AO3	To understand the impact and development of parasocial relationships including the attachment theory and addiction absorption models.	Interviews Correlation Qualitative data Ethics	Outline the absorption addiction model of parasocial relationships. (4 marks) Outline the attachment theory explanation of parasocial relationships. (4 marks)	Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 84 - 85</i>	Read Greenberg, J. (2015) <i>The Science of Everyday Life</i> . Pages: 550

Year 13 – January - February

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	Measuring Crime (Official Stats / Victim Surveys / Self-Report) – Dark Figure of Crime	AO1 AO2 AO3	To understand how crime is measured by triangulating official statistics with victim surveys and self-report.	Quantitative data Interviews Correlation Qualitative data Ethics	Discuss the problem of defining crime. (4 marks) Identify and explain one way of measuring crime. (4 marks) Outline what is meant by a 'victim survey' in the context of forensic psychology. (2 marks)	Cardwell, Mike. (2018). <i>Psychology A Level Year 2: Pages 256 - 257</i>	Hollin, C. (2002). 'The Oxford Handbook of Criminology'. (Oxford University Press. London.) Pg: 144 - 174 (S6)
Week 2	Offender Profiling: Top Down/Bottoms Up – David Canter's geographical profiling (Circle Theory).	AO1 AO2 AO3	To understand, compare and contrast Top Down profiling and Bottoms Up profiling.	Quantitative data Interviews Correlation Qualitative data Ethics	Discuss the bottom-up approach to offender profiling. (16 marks)	Cardwell, Mike. (2018). <i>Psychology A Level Year 2: Pages 258 - 261</i>	Watch the lecture 'Following in a killers' footsteps' by David Canter .

Week 3	<p>Biological explanations of criminal behaviour.</p> <p>Lombroso – Criminaloids and Gaulton’s eugenics</p> <p>Raine – Neurological Research and birth deficits.</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To outline and evaluate the biological explanation of criminal behaviour, including the historical explanations and their relevance for modern society.</p> <p>To understand the developments of neurocriminology and the work of Adrian Raine.</p>	<p>Quantitative data</p> <p>Interviews</p> <p>Correlation</p> <p>Qualitative data</p> <p>Ethics</p> <p>Biopsychology</p> <p>Localisation of function</p> <p>Endocrine system and the influence of adrenaline and testosterone</p>	<p>Research the history of eugenics and criminal law in Western society.</p> <p>Find out where and when sterilisation has been used as a form of punishment in the world.</p>	<p>Cardwell, Mike. (2018). <i>‘Psychology A Level Year 2: Pages 262 - 265</i></p>	<p>Watch the short lecture on Lombroso’s atavistic form from CrimnologyWeb (YouTube).</p>
Week 4	<p>Psychological explanations of criminal behaviour.</p> <p>Eysenck – Criminal Personality (mixture of nature/nurture).</p> <p>Cognitive Explanations: Hostile Attribution Bias / Minimalisations / Moral Reasoning (Kohlberg)</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand the psychological explanations of offender behaviour, including the role of personality and the influence of cognitive errors and misattributions.</p>	<p>Quantitative data</p> <p>Interviews</p> <p>Correlation</p> <p>Qualitative data</p> <p>Ethics</p>	<p>Complete the Research Methods activity box on page 267 of the textbook.</p>	<p>Cardwell, Mike. (2018). <i>‘Psychology A Level Year 2: Pages 266 - 269</i></p>	<p>Create Cornell notes from the model essays provided by Mr Riley.</p>
Week 5	<p>Psychodynamic Explanations of Criminal Behaviour.</p> <p>Differential Association Theory (Sutherland)</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>Explain how environmental influences can result in criminal behaviour (Sutherland).</p> <p>To understand the influence of the ID and development of the Superego as a psychodynamic explanation of offender behaviour.</p>	<p>Quantitative data</p> <p>Interviews</p> <p>Correlation</p> <p>Qualitative data</p> <p>Ethics</p> <p>Nurture</p> <p>Psychodynamic psychology</p>	<p>Describe and evaluate differential association theory as an explanation of offending behaviour. (16 marks)</p>	<p>Cardwell, Mike. (2018). <i>‘Psychology A Level Year 2: Pages 270 - 273</i></p>	<p>Find an example of a recent crime committed in the news and explain the potential reasons for the behaviour from each biological and psychological perspective.</p>

Week 6	<p>Managing offenders and reducing recidivism rates.</p> <p>Token Economy Programmes</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To understand how prisoner behaviour can be modified and reoffending reduced by using a token economy programme and assessing the alternatives to custody.</p>	<p>Conditioning Primary and Secondary reinforcers Behavioural Approach Ethics</p>	<p>Briefly explain what is meant by behaviour modification in custody. Use examples in your answer. (3 marks)</p> <p>Give one limitation of the use of behaviour modification as a means of dealing with offender behaviour. (3 marks)</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 274 - 277</i></p>	<p>Research the Prison Reform Trust and assess their suggested alternative to custodial sentencing.</p>
Week 7	<p>Managing offenders and reducing recidivism rates.</p> <p>Anger Management and Restorative Justice</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>	<p>To explain how Anger Management programmes are used inside prisons and to evaluate their success.</p> <p>To outline the process of restorative justice programmes, including their impact on recidivism rates.</p>	<p>Conditioning Primary and Secondary reinforcers Behavioural Approach Ethics</p>	<p>Create a 'how-to' guide to be used in prisons, explaining how to successfully rehabilitate offenders and reduce recidivism rates.</p>	<p>Cardwell, Mike. (2018). <i>'Psychology A Level Year 2: Pages 278 - 281</i></p>	<p>Read <i>'Anger Management and Violence Prevention: Improving Effectiveness'</i> by Howells <i>et al.</i> and take notes on the effectiveness of anger management in an Australian prison. (Class Charts)</p>

Year 13 – March - April

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning

