

| Year 12                 | Term 1 + 2  | Term 3 + 4  | Term 5 + 6  |
|-------------------------|---|---|---|
| <p><b>Skills</b></p>    | <p>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the Social Influence and Memory topics</p> <p>Apply psychological knowledge and understanding of the Social Influence and Memory topics in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the Social Influence and Memory topics</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Knowledge and understanding of research methods, practical research skills and mathematical skills</p>  | <p>As previous column for Attachment, Approaches</p>  | <p>As previous column for Psychopathology and Biopsychology</p>   |
| <p><b>Knowledge</b></p> | <p>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.</p> <p>Conformity to social roles as investigated by Zimbardo.</p> <p>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.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency,</p> | <p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>Animal studies of attachment: Lorenz and Harlow.</p> <p>Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</p> <p>Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant.</p> <p>Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p> | <p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</p> <p>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.</p> <p>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.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p> |

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|                   | <p>Commitment and flexibility.</p> <p>The role of social influence processes in social change.</p> <p>The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p> | <p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <p>Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.</p> <p>The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour</p> | <p>The divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response including the role of adrenaline.</p> <p>Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.</p> <p>Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.</p> <p>Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</p> |
| <b>Assessment</b> | Assessed homework tasks, end of topic quizzes, formal controlled assessment in January   | Assessed homework tasks, end of topic quizzes, formal controlled assessment in June  | Assessed homework tasks, biopsychology forms part of June assessment   |
| <b>Careers</b>    | Politics, advertising, management, scientific research, police, clinical psychology  | Child development, teaching, animal care, social work, scientific research, health care, neuroscience,   | Clinical psychology, medicine, scientific research, therapy, pharmacy, education,  |

| Year 13                 | Term 1 + 2   | Term 3 - 5   | Term 5 + 6   |
|-------------------------|--|--|--|
| <p><b>Skills</b></p>    | <p>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the Gender and Aggression</p> <p>Apply psychological knowledge and understanding of the Gender and Aggression topics in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the Gender and Aggression topics.</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Knowledge and understanding of research methods, practical research skills and mathematical skills</p>   | <p>As previous column for Year 2 Approaches, Issues and Debates and Schizophrenia</p>  | <p>As previous column – completing term 3 and 4 topics, revision</p> |
| <p><b>Knowledge</b></p> | <p>Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.</p> <p>The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.</p> <p>Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</p> <p>Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.</p> <p>Social learning theory as applied to gender development. The influence of culture and media on gender roles.</p> <p>Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.</p> | <p>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.</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. The influence on counselling Psychology.</p> <p>Comparison of approaches.</p> <p>Gender and culture in Psychology – universality and bias.</p> <p>Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> |  |

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| <b>Skills</b>     | <p>Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</p> <p>Institutional aggression in the context of prisons: dispositional and situational explanations.</p> <p>Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</p> | <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</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>Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</p> <p>Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</p> <p>Drug therapy: typical and atypical antipsychotics.</p> <p>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p> |                    |
| <b>Assessment</b> | Assessed exam questions, end of topic knowledge test, Research Methods test, , formal controlled assessment in March   | Assessed homework tasks, end of topic knowledge test, Research Methods test  | Final exams        |
| <b>Careers</b>    | Politics, recruitment, scientific research, clinical psychology, therapy, pharmacy, medicine, prison work, journalism  | Child development, therapy, scientific research, clinical psychology, health care  | As previous column |