



# St John's Curriculum Overview – Year 12



<b>Subject title</b>	<b>Psychology</b>
Setting arrangements	Mixed prior attainment
Time allowance each fortnight	9 hours

<b>Introduction</b>
Psychology at St Johns is studied at A-Level only. We cover the AQA specification (7182).

## Topics, Skills and Assessment covered during the course

Term Topic	Subject Specific topic Questions	Subject content	Assessment details
<b>Term 1 into 2</b>	How do Psychologists collect evidence when researching behaviour?	<p><b>RESEARCH METHODS:</b></p> <ul style="list-style-type: none"> <li>• Experimental method. Types of experiment, laboratory and field experiments; natural and quasi experiments.</li> <li>• Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</li> <li>• Self-report techniques. Questionnaires; interviews, structured and unstructured.</li> <li>• Aims: stating aims, the difference between aims and hypotheses.</li> <li>• Hypotheses: directional and non-directional.</li> <li>• Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</li> <li>• Pilot studies and the aims of piloting.</li> <li>• Experimental designs: repeated measures, independent groups, matched pairs.</li> <li>• Observational design: behavioural categories; event sampling; time sampling.</li> <li>• Questionnaire construction, including use of open and closed questions; design of interviews.</li> <li>• Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.</li> <li>• Control: random allocation and counterbalancing, randomisation and standardisation.</li> <li>• Demand characteristics and investigator effects.</li> </ul>	<p>1 x internal End of Unit – exam conditions using past paper Qs  2 x short assessments (e.g. essay question, short answer Qs)</p>

		<ul style="list-style-type: none"> <li>• Ethics, including the role of the British Psychological Society’s code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.</li> <li>• The role of peer review in the scientific process.</li> <li>• The implications of psychological research for the economy.</li> <li>• Reliability across all methods of investigation. Ways of assessing reliability: test-retest and interobserver; improving reliability.</li> <li>• Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</li> <li>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</li> <li>• Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</li> </ul>	
<p><b>Term 1 into 2</b></p>	<p>How can Psychologists explain why we behave in the way we do?</p>	<p><b>APPROACHES:</b></p> <ul style="list-style-type: none"> <li>• Origins of psychology: Wundt, introspection and the emergence of psychology as a science.</li> <li>• The basic assumptions of the following approaches:</li> <li>• Learning approaches: the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research.</li> <li>• 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.</li> <li>• The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</li> <li>• 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.</li> <li>• 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.</li> <li>• Comparison of approaches.</li> </ul>	<p>1 x internal End of Unit – exam conditions using past paper Qs 2 x short assessments (e.g. essay question, short answer Qs)</p>

<p><b>Term 2 into 3</b></p>	<p>How can we define abnormality and how it manifests its self within individuals?</p>	<p><b>PSYCHOPATHOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</li> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive/compulsive disorder (OCD).</li> <li>• 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.</li> <li>• 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.</li> <li>• The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</li> </ul>	<p>1 x internal End of Unit – exam conditions using past paper Qs 2 x short assessments (e.g. essay question, short answer Qs)</p>
<p><b>Term 2 into 3</b></p>	<p>How do we remember information?</p>	<p><b>MEMORY:</b></p> <ul style="list-style-type: none"> <li>• The multi-store model of memory: sensory register, short-term memory and long-term memory.</li> <li>• Features of each store: coding, capacity and duration.</li> <li>• Types of long-term memory: episodic, semantic, procedural.</li> <li>• The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</li> <li>• Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</li> <li>• Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</li> <li>• Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</li> </ul>	<p>1 x internal End of Unit – exam conditions using past paper Qs 2 x short assessments (e.g. essay question, short answer Qs)</p>
<p><b>Term 3 into 4</b></p>	<p>How do the attachments we form early on in our lives effect future outcomes?</p>	<p><b>ATTACHMENT:</b></p> <ul style="list-style-type: none"> <li>• Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</li> <li>• Animal studies of attachment: Lorenz and Harlow.</li> <li>• Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</li> <li>• Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure resistant.</li> </ul>	<p>1 x internal End of Unit – exam conditions using past paper Qs 2 x short assessments (e.g. essay question, short answer Qs)</p>

		<ul style="list-style-type: none"> <li>• Cultural variations in attachment, including Van Ijzendoorn.</li> <li>• Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</li> <li>• The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ul>	
<b>Term 3 into 4</b>	How does society affect the way we behave?	<p><b>SOCIAL INFLUENCE:</b></p> <ul style="list-style-type: none"> <li>• Types of conformity: internalisation, identification and compliance. Explanations for conformity:</li> <li>• informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</li> <li>• Conformity to social roles as investigated by Zimbardo.</li> <li>• Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram.</li> <li>• Dispositional explanation for obedience: The Authoritarian Personality.</li> <li>• Explanations of resistance to social influence, including social support and locus of control.</li> <li>• Minority influence including reference to consistency, commitment and flexibility.</li> <li>• The role of social influence processes in social change.</li> </ul>	1 x internal End of Unit – exam conditions using past paper Qs 2 x short assessments (e.g. essay question, short answer Qs)
<b>Term 5</b>	<b>Complete content for Attachment and Social influence.</b>		<b>Complete the end of unit assessments as listed above</b>
<b>Term 6</b>	Start year 13 content (see Year 13 document for 'relationships' and 'aggression' topic details) Complete mock examinations.		2 X internal mock examinations: - Paper 1 = 2 hours - Paper 2 40 mins

**Resources Recommended for Revision and where they are available:**

- All power points and handout resources (including revision mats and revision summaries) are uploaded on to show my homework regularly.
- Revision guides are available from the library but students are encouraged to produce their own revision resources as they go.
- Use of past paper questions on the AQA website

**Homework**

Expected time allocation for the subject = 3.5 hours per week

**Additional support and help for the course**

**Extra-Curricular:**

Rebecca Gordon of King's College, London - Memory talk at St John's