KS5 Curriculum Overview: Year 12 A Level Psychology

A learner in Year 12 will know: In year 12 a learner will know the topics of Social Influence, Memory, Attachment, Psychopathology, Approaches and Biopsychology (AS content)	**A learner in Year 12 will be able to:** • Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 and some Paper 2 content • Apply psychological knowledge and understanding of the specified Paper 1 and some Paper 2 content in a range of contexts • Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 and some Paper 2 content • Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills

Term 1: Introduction to Psychology, Approaches and Social Influence		**Term 2: Attachment, Memory and Psychopathology**		**Term 3: Research Methods and Biopsychology**	
1:1: Approaches	**1:2: Social Influence**	**2:1: Attachment and Memory #1**	**2:2: Memory #2 and Psychopathology**	**3:1: Research methods**	**3:2: Research methods and Biopsychology**

Term 1 **Topic Coverage**	**1:1: Students will develop their knowledge and understanding of the Approaches topic**	**1:2: Students will develop their knowledge and understanding of Social Influence**	Autumn % Assessment
	<u>Knowledge</u>: Paper 2 – Approaches – students will develop their knowledge and understanding of the origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour •The 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.	**<u>Knowledge:</u> Paper 1 – Social Influence** – students will develop their knowledge and understanding of the following areas; • 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. • 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, commitment and flexibility. • The role of social influence processes in social change.	Knowledge coverage: Paper two focus: **Approaches and Social Influence** Skills tested: Knowledge, understanding, application, analysis and evaluation

	• 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 Skills: Knowledge, understanding, application, analysis and evaluation Assessment: Assessment: Formative assessment throughout the module + summative assessment at the end of the module		
	Reading/Literacy/Oracy: Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions.	Reading/Literacy/Oracy: Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions, orally, discuss concepts and write clear and coherent notes and answers to questions	
	Home Learning: Consolidation and revision tasks including exam skills practise questions	Home Learning: Consolidation and revision tasks including exam skills practise questions	Knowledge coverage: Paper two focus: Approaches Skills tested: Practical research skills and mathematical skills, and ICT skills.
Term 2 **Topic Coverage**	**2:1: Students will develop their knowledge and understanding of Attachment and part one of Memory**	**2:2: Students will develop their knowledge and understanding of part 2 of Memory and Psychopathology**	Spring % Assessment
	Knowledge: Attachment students will develop their knowledge and understanding of the following areas; • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.	**Knowledge: Memory #2**– students will develop their knowledge and understanding of the following areas; • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. **Knowledge: Psychopathology**– students will develop their knowledge and understanding of the following areas;	Knowledge coverage: Paper one focus: **Memory & Social Influence** Skills tested: Knowledge, understanding, application, analysis and evaluation

	• Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model. **<u>Knowledge:</u> Memory #1 -** Students will develop their knowledge and understanding of the following areas; • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.	• Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • 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. • 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. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.	
	<u>Reading/Literacy/Oracy:</u> Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions	<u>Reading/Literacy/Oracy:</u> Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions	Knowledge coverage: Paper one focus: **Attachment, Memory and Psychopathology** Skills tested: Knowledge, understanding, application, analysis and evaluation
	<u>Home Learning:</u> Consolidation and revision tasks including exam skills practise using exam questions	<u>Home Learning:</u> Consolidation and revision tasks including exam skills practise using questions	Knowledge coverage: Combination of Paper 1 and Paper 2 topics examination Skills tests: Knowledge, application, analysis and evaluation
Term 3 **Topic Coverage**	**3:1: Students will develop their knowledge and understanding of Research Methods**	**3:2: Students will develop their knowledge and understanding of Research Methods and Y1 Biopsychology (A01 only)**	Summer % Assessment
	<u>Knowledge</u>: Research Methods#1 – Students should demonstrate knowledge and understanding of the following research methods, scientific processes questions; design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding;	**<u>Knowledge</u>: Research Methods#2** – students will develop their knowledge and understanding of the following areas; **4.2.3.2 Data handling and analysis** • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.	Knowledge coverage: Paper two focus: **Approaches and Research Methods** Skills tested:

	operationalisation of variables. • Control: random allocation and counterbalancing, randomisation and standardisation. • Demand characteristics and investigator effects. • 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. • The and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Content analysis. • Case studies. **4.2.3.1 Scientific processes** • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. • Pilot studies and the aims of piloting. • Experimental designs: repeated measures, independent groups, matched pairs. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed role of peer review in the scientific process. • The implications of psychological research for the economy. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.	• Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations • Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. **4.2.3.3 Inferential testing** - Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. •When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. **Knowledge: Biopsychology (Y1 content only)** – students will develop their knowledge and understanding of the following areas; • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline.	Knowledge, understanding, application, analysis and evaluation

	• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.		
	<u>Reading/Literacy/Oracy:</u> Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions	<u>Reading/Literacy/Oracy:</u> Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions	Knowledge coverage: Paper one focus: Approaches Skills tested: Knowledge, understanding, application, analysis and evaluation
	<u>Home Learning:</u> Consolidation and revision tasks including exam skills practise using exam questions	<u>Home Learning:</u> Consolidation and revision tasks including exam skills practise using exam questions	Knowledge coverage: AS Paper 1 + 2 topics examination Skills tested: Knowledge, application, analysis and evaluation

- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. MBR will be mapping this

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners **(particularly the most disadvantaged)** the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)

- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- Effective questioning – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- Differentiation – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- Routines - stimulating learning environments, clear goals (so what?) (pg. 15)
- Modelling - language and introducing new words in context/WAGOLL (pg. 15)
- Group activity and pair – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- Spaced or distributed practice - where knowledge is rehearsed for short periods over a longer period of time is MORE effective that massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- Interleaving - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- Retrieval practice – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- Elaboration – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- Dual coding – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- Cognitive load theory (CLT) – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18) and Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.