

PSYCHOLOGY

YEAR 12	Term 1	Term 1 students will be introduced to their first topic which is approaches. The area of an 'approach' is that psychologists tend to have a general view of what causes behaviour. Some of them think that the way we behave is largely inherited, others believe it is largely learned through your life experience. There are 5 main approaches we will study which are, biological, behaviourist, psychodynamic, cognitive and humanistic. There will be one written assessment at the end of the term.
	Term 2	Term 2 students will study Social Influence. 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. Students will need to provide explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Dispositional explanation for obedience: the Authoritarian Personality. Provide 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. There will be one written assessment at the end of the term.
	Term 3	Term 3 students will study Research Methods need to be able to demonstrate knowledge and understanding of the following research methods, scientific processes 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 and Case studies. There will be one written assessment at the end of the term.
	Term 4	Term 4 students will study Memory. Psychologists have very different ideas on how memory is stored and how we are able to access it. This topic will allow students to look at the different stores of 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. 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. There will be one written assessment at the end of the term.
	Term 5	Term 5 students will look at the topic of attachment. This is a key area in Psychology. It allows the students to really get to grips with how attachments are formed and how critical it is that certain attachments are formed within a specific time frame. Student will study the 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. Students to explore 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. 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. There will be one written assessment at the end of the term.

YEAR 13

<p>Term 1</p>	<p>Term 1 students will be looking at the second paper content and we will focus on Biopsychology. Students will be looking at 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. Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca’s an Wernicke’s areas, split brain research. Plasticity and functional recovery of the brain after trauma. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. 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. There will be one written assessment at the end of the term.</p>
<p>Term 2</p>	<p>Term 2 students will be looking at research methods and should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. Introduction to statistical testing; 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. There will be one written assessment at the end of the term.</p>
<p>Term 3</p>	<p>Term 3 we will be looking issue and debates. Students will explore the following aspects Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including reference to social sensitivity.</p>
<p>Term 4</p>	<p>Term 4 we will be focusing on our three option topics which are forensic psychology, relationships and schizophrenia. In forensic psychology some of the aspects students will explore will be Problems in defining crime. Ways of measuring crime, including official statistics, victim surveys and offender surveys. Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</p> <p>Whilst studying relationships students will discuss the evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.</p> <p>Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. Theories of romantic relationships: social exchange theory, equity theory and Rusbult’s investment model of commitment, satisfaction, comparison with alternatives and investment. Duck’s phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.</p>

		<p>Para social relationships: levels of Para social relationships, the absorption addiction model and the attachment theory explanation.</p> <p>Whilst studying schizophrenia students will be explore 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. Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates.</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p> <p>There will be an assessment after each topic.</p>
	Term 5	<p>Students will be have mock exams and we will be focusing on Exam technique practice - students will look at different questions on each exam paper each week to embed written skills and knowledge.</p>