

# Psychology Year 12

Half Term	Core learning	Challenge or extension learning	Key assessment tasks
<b>Autumn 1<sup>st</sup></b>	<p><u>Memory.</u></p> <ul style="list-style-type: none"> <li>Models of Memory: Multi-Store Model; encoding, duration and capacity; Working Memory Model.</li> <li>Memory in everyday life: Eyewitness Testimony (EWT), factors affecting the accuracy of EWT, improving EWT.</li> <li>Memory in everyday life: strategies for memory improvement.</li> </ul> <p><u>Research methods</u></p> <ul style="list-style-type: none"> <li>Experimental methods, correlational analysis, observations, self-reports, case studies.</li> <li>Investigation design: aims, hypotheses, experimental designs.</li> </ul>	<ul style="list-style-type: none"> <li>BBC Science &amp; Nature: Human Body and Mind website – information about memory and memory tests.</li> <li>Serial position curve practical.</li> <li>EWT practical.</li> </ul>	<ul style="list-style-type: none"> <li>Examination style questions – Memory.</li> <li>Examination style questions – Research Methods.</li> </ul>
<b>Half term</b>			
<b>Autumn 2<sup>nd</sup></b>	<p><u>Research methods</u></p> <ul style="list-style-type: none"> <li>Investigation Design: design of studies, operationalisation of variables, pilot studies, reliability, validity, ethical issues, sampling, demand characteristics and investigator effects.</li> <li>Data presentation and analysis: presentation and interpretation of data; analysis and interpretation of data – measures of central tendency and dispersion; correlations.</li> </ul> <p><u>Attachment.</u></p> <ul style="list-style-type: none"> <li>Explanations of attachment.</li> <li>Types of Attachment</li> <li>“Strange Situation”</li> <li>Cultural variations in attachment</li> <li>Effects of disruption on attachment</li> <li>Attachment in everyday life: Day Care.</li> </ul>	<ul style="list-style-type: none"> <li>Good Will Hunting – film telling the story of a young man with an attachment disorder.</li> <li>Choosing day care practical.</li> <li>Institutional care practical.</li> </ul>	<ul style="list-style-type: none"> <li>Examination style questions – Research Methods.</li> <li>Examination style questions – Attachments.</li> </ul>
<b>Christmas Holiday</b>			
<b>Spring 1<sup>st</sup></b>	<p><u>Social Influence.</u></p> <ul style="list-style-type: none"> <li>Conformity and explanations of why people conform.</li> <li>Information and normative social influence.</li> <li>Types of conformity – internalisation and compliance.</li> <li>Obedience to authority and explanations of why people obey.</li> <li>Explanations of independent behaviour, locus of control, resisting pressures to conform and obey.</li> <li>The role of minority influence in social change.</li> </ul> <p><u>Abnormality.</u></p> <ul style="list-style-type: none"> <li>Definitions of abnormality: Deviation from Social Norms; Deviation from Ideal Mental Health; Failure to Function Adequately.</li> <li>Biological approach to abnormality.</li> <li>Treating Abnormality: Biological therapies (drugs, ECT).</li> <li>Psychological approaches to abnormality: psychodynamic, behavioural, cognitive.</li> <li>Treating Abnormality: Biological therapies (drugs, ECT); Psychological therapies: psychoanalysis; systematic de-sensitisation; Cognitive Behavioural Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>12 Angry Men – film about minority influence.</li> <li>Social influence practical.</li> <li>Locus of control practical.</li> <li>BBC Science website - All in the mind.</li> <li>Psychology as a Science.</li> <li><a href="http://www.mentalhealth.com">www.mentalhealth.com</a> - issues in abnormality.</li> <li>Therapies practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>PSYA1 examination</li> <li>Examination style questions – Social Influence.</li> <li>Examination style questions – Abnormality</li> </ul>
<b>Half term</b>			

<p><b>Spring 2nd</b></p>	<p><u>Abnormality.</u></p> <ul style="list-style-type: none"> <li>Psychological approaches to abnormality: psychodynamic, behavioural, cognitive.</li> <li>Treating Abnormality: Psychological therapies: psychoanalysis; systematic de-sensitisation; Cognitive Behavioural Therapy.</li> </ul> <p><u>Stress.</u></p> <ul style="list-style-type: none"> <li>The body's response to stress.</li> <li>Stress related illness and the immune system.</li> <li>Life changes and daily hassles as sources of stress.</li> <li>Workplace stress – workload and control.</li> <li>Personality factors – Type A and Type B, hardiness.</li> </ul>	<ul style="list-style-type: none"> <li>BBC Science and Nature: Human Body – brain structure and function.</li> <li>Type A behaviour practical.</li> <li>Measuring stress practical.</li> <li>Emotion-focused and Problem-focused Practical</li> </ul>	<ul style="list-style-type: none"> <li>Examination style questions – Abnormality</li> <li>Examination style questions – Stress</li> </ul>
<p><b>Easter Holiday</b></p>			

<p><b>Summer 1st</b></p>	<p><u>Stress.</u></p> <ul style="list-style-type: none"> <li>Psychological and biological methods of stress management – stress inoculation therapy and drug therapy.</li> </ul> <p>Consolidation of knowledge and exam practice</p> <ul style="list-style-type: none"> <li>Examination questions</li> </ul>	<ul style="list-style-type: none"> <li>Examination questions.</li> </ul>	<ul style="list-style-type: none"> <li>PSYA2 examination</li> </ul>
<p><b>Half term</b></p>			
<p><b>Summer 2nd</b></p>	<p>A2 course:</p> <p><u>Aggression</u></p> <ul style="list-style-type: none"> <li>Social psychological theories of aggression, SLT, deindividuation.</li> <li>Institutional aggression</li> <li>Neural &amp; hormonal mechanisms in aggression.</li> <li>Genetic factors in aggression.</li> </ul>	<ul style="list-style-type: none"> <li>Content analysis of children's television practical.</li> <li>BBC website – theories of aggression.</li> </ul>	<ul style="list-style-type: none"> <li>Examination style questions – Aggression</li> </ul>
<p><b>Summer Holiday</b></p>			

# Psychology Year 13

Half Term	Core learning	Challenge or extension learning	Key assessment tasks
<b>Autumn 1<sup>st</sup></b>	<p><u>Aggression.</u></p> <ul style="list-style-type: none"> <li>Evolutionary explanations of aggression: infidelity &amp; jealousy.</li> <li>Evolutionary explanations of group display in humans: sport &amp; warfare.</li> </ul> <p><u>Perception.</u></p> <ul style="list-style-type: none"> <li>Gregory's top down theory of perception.</li> <li>Gibson's top-down theory of perception.</li> <li>The development of perceptual abilities: depth/distance, visual constancies.</li> <li>Perceptual development – infant &amp; cross-cultural research.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating a visual illusion practical.</li> <li>BBC website – Human Body – interactive activities on perception.</li> </ul>	<ul style="list-style-type: none"> <li>Examination style questions – Aggression</li> <li>Examination style questions – Perception</li> </ul>
<b>Half term</b>			
<b>Autumn 2<sup>nd</sup></b>	<p><u>Perception.</u></p> <ul style="list-style-type: none"> <li>Bruce &amp; Young's theory of face recognition.</li> <li>Prosopagnosia.</li> </ul> <p><u>Eating Behaviour.</u></p> <ul style="list-style-type: none"> <li>Factors influencing attitudes to food and eating behaviour – cultural, mood, health concerns.</li> <li>Explanations for the success and failure of dieting.</li> <li>Neural mechanisms in controlling eating behaviour.</li> <li>Evolutionary explanations of food preference.</li> <li>Eating disorders – psychological and biological explanations.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.faceblind.org/facetests">www.faceblind.org/facetests</a> - face recognition task.</li> <li>Sex differences and body image practical.</li> <li>Media reports of diet and health research.</li> </ul>	<ul style="list-style-type: none"> <li>Examination style questions – Perception</li> <li>Examination style questions – Eating Behaviour</li> </ul>
<b>Christmas Holiday</b>			
<b>Spring 1<sup>st</sup></b>	<p><u>Psychopathology.</u></p> <ul style="list-style-type: none"> <li>Clinical characteristics</li> <li>Issues surrounding the diagnosis and classification – reliability &amp; validity.</li> <li>Biological explanations of Schizophrenia – genetics, biochemistry.</li> <li>Psychological explanations of schizophrenia – behavioural, cognitive, psychodynamic, socio-cultural.</li> <li>Biological therapies for schizophrenia.</li> <li>Psychological therapies for schizophrenia.</li> </ul>	<ul style="list-style-type: none"> <li>Shutter Island – film about schizophrenia.</li> <li>BBC website – Human Body – interactive exercises.</li> <li><a href="http://www.mind.org.uk">www.mind.org.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>PSYA3 Examination</li> <li>Examination style questions – Schizophrenia</li> </ul>
<b>Half term</b>			

<p><b>Spring 2nd</b></p>	<p><u>Media Psychology.</u></p> <ul style="list-style-type: none"> <li>• Explanations of media influences on pro- and anti-social behaviour.</li> <li>• Positive and negative effects of computers and video games on behaviour.</li> <li>• Hovland-Yale and Elaboration Likelihood models of persuasion.</li> <li>• Explanations for the persuasiveness of television advertising.</li> <li>• The attraction of “celebrity” – psychological and evolutionary explanations.</li> <li>• Intense fandom – celebrity worship and celebrity stalking.</li> </ul>	<ul style="list-style-type: none"> <li>• Content analysis of TV election broadcasts or adverts practical.</li> <li>• St Helena Study</li> <li>• Effects of video games – media trawl.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination style questions – Media psychology.</li> </ul>
<p><b>Easter Holiday</b></p>			
<p><b>Summer 1st</b></p>	<p><u>Psychological Research and Scientific Method.</u></p> <ul style="list-style-type: none"> <li>• Main features of science – replicability, objectivity, theory construction, hypothesis testing, empirical methods.</li> <li>• Validating new knowledge and peer review.</li> <li>• Designing psychological investigations</li> <li>• Data analysis &amp; reporting on investigation: probability &amp; significance; statistical tests; analysing data; conventions of reporting on psychological investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Report writing techniques.</li> <li>• Peer Review – Parliamentary report.</li> <li>• BPS Research Digest.</li> <li>• Inverted faces practical.</li> </ul>	<ul style="list-style-type: none"> <li>• Examination style questions – Research Methods.</li> </ul>
<p><b>Half term</b></p>			
<p><b>Summer 2nd</b></p>	<p>STUDY LEAVE</p>		<ul style="list-style-type: none"> <li>• PSYA4 examination</li> </ul>
<p><b>Summer Holiday</b></p>			