

Psychology Curriculum Overview – Year 12 A Level

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>Approaches (With BioPsychology)</p>	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches: <ul style="list-style-type: none"> 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. 	<p>Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>	<p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • Grateful when understanding how Psychological knowledge and understanding has developed and improved over time. • Service and Sacrifice in the context of the theoretical and empirical contributions made by founding fathers of Psychological approaches. • Solidarity and common good in applying Psychological 	<p>Approaches underpins all learning in Psychology and is used synoptically throughout the A Level Course</p>

	<ul style="list-style-type: none"> • 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. • 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. 				<p>approached to real life</p> <ul style="list-style-type: none"> • Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining behaviour. <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Opportunities to improve Oracy through presentation and debates • Building Schema and connections to the wider world • Thinking Critically about aspects of 	
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					<p>culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures.</p> <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, History, Biology and Philosophy</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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Autumn Term 2

Research Methods	<ul style="list-style-type: none"> • 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. 	<p>Knowledge and understanding of research methods (AO1Skills), practical research skills and mathematical skills ethical practical research activities, involving:</p> <ul style="list-style-type: none"> • designing research • conducting research • analysing and interpreting data. 	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p>	<p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • United in Harmony when discussing the impact of research on the scientific community 	<p>Research methods is applied assessed on all three papers and in the context of all units. It is an applied skill and students are expected to make links through evaluation as</p>
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	<ul style="list-style-type: none"> • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. <p>Scientific processes</p> <ul style="list-style-type: none"> • 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 	<p>In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). (AO2 Skills)</p>	<p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>		<p>and how it impacts wider, local and international communities.</p> <ul style="list-style-type: none"> • Truth and Justice when looking at the integrity of empirical research and the heavy price we can pay for fraudulent or faulty research • Solidarity and common good when discussing the importance of scientific research <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading 	<p>well as application.</p>
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	<p>questions; design of interviews.</p> <ul style="list-style-type: none"> • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; 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 role of peer review in the scientific process. • The implications of psychological research for the economy. <p>Data handling and analysis</p> <ul style="list-style-type: none"> • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. 				<ul style="list-style-type: none"> • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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	<ul style="list-style-type: none"> • 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. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. 					
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Spring Term 1

Attachment.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. (AO1Skills): • apply psychological knowledge and 	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p>	<p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • Grateful when understanding how Psychological knowledge and 	Attachment links to learning on Biological Psychology and Relationships in Year 2
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	<ul style="list-style-type: none"> • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a Critically 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. 	<p>understanding. (AO2 Skills):</p> <ul style="list-style-type: none"> • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. (AO3 Skills): 	<p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>		<p>understanding has developed and improved over time.</p> <ul style="list-style-type: none"> • Service and Sacrifice in the context of the theoretical and empirical contributions made by founding fathers of Psychological approaches. • Solidarity and common good in applying Psychological approached to real life • Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining behaviour. <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding 	
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					<p>with a 'watchlist', signposting high quality documentaries films and reading</p> <ul style="list-style-type: none">• Opportunities to improve Oracy through presentation and debates• Building Schema and connections to the wider world• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Ethics</p> <p>Careers: Psychology is an applied subject.</p>	
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Spring Term 2						
Psychopathology.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding. analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>	<p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> Listening and attentive. Exploring how they feel about mental health and misconceptions they may have. Dignity and compassion. Are all treatments ethical and treat patients with dignity and Compassion Rights and responsibility of those that are suffering with mental health issues and those who care for them from family to professionals and govts) <p>Cultural Capital:</p>	Psychopathology links closely to Schizophrenia in Year 2

	explanations; drug therapy.				<ul style="list-style-type: none">• Using formal language and Psychological terminology to improve literacy• Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading• Opportunities to improve Oracy through presentation and debates• Building Schema and connections to the wider world• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures.	
					<p>Cross-curricular: CC Links to most other A</p>	

					<p>Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Ethics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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Summer Term 1						
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Memory	<ul style="list-style-type: none"> 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. Factors affecting the accuracy of eyewitness 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding. analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>	<p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> Grateful in the context of understanding how complex and difficult it is to really understand how our memories work, and that they are based on abstract ideas where technology has really impacted our understanding positively. 	<p>Memory is closely linked to research methods as there is a lot of content based on research studies</p>
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	<p>testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <ul style="list-style-type: none">Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.				<ul style="list-style-type: none">Forgiveness and mercy when learning about eye witness testimony and a flawed justice systemDignity of the human person in understanding the impact of forgetting. <p>Cultural Capital:</p> <ul style="list-style-type: none">Using formal language and Psychological terminology to improve literacyWiden students' contextual understanding with a 'watchlist', signposting high quality documentaries films and readingOpportunities to improve Oracy through presentation and debatesBuilding Schema and connections to the wider worldThinking Critically about	
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					<p>aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures.</p> <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Ethics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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Summer Term 2

Social Influence	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding. analyse, interpret and evaluate 	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p>	<p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> Leading others in the pursuit of Justice when understanding the mechanics 	<p>Links to Aggression in Year 2, and issues and debates</p>
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	<p>task difficulty as investigated by Asch.</p> <ul style="list-style-type: none"> • 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. 	<p>psychological concepts, theories, research studies and research methods.</p> <ul style="list-style-type: none"> • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	<p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>		<p>of Social influence</p> <ul style="list-style-type: none"> • Tolerance and peace can link well to the whole topic and the continuous discussion of social influence used both for good and evil. However, it would fit especially well in learning of the Stanford prison exp and obedience. • Stewardship when looking at leading others into good. <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Opportunities to improve 	
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					<p>Oracy through presentation and debates</p> <ul style="list-style-type: none">• Building Schema and connections to the wider world• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Ethics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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