



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S
SCHOOL

(Psychology)

Year 12-13 Curriculum rationale

Curriculum intent:

The purpose of the Psychology curriculum is to inspire pupils in the understanding of the mind and behaviour in a scientific way. We aim to secure strong academic outcomes alongside a discovery of new and thought-provoking areas of study. By exploring a wide range of topics, pupils can find areas of interest which will raise their confidence and encourage them to embrace a growth mind set. The Psychology curriculum involves pupils learning about key psychological approaches across history and considering the applications psychology has had to society. They will develop mathematical skills to allow them to analyse research and statistical methods and to determine which research method is most appropriate for different types of study and subject matter. Alongside learning a variety of new key terms and concepts, pupils will have to apply this knowledge, consider implications for the real world and evaluate studies and theories. We are committed to ensuring all pupils have high aspirations and providing support and provision to ensure all can succeed. The curriculum is designed to promote independence in every learner, enabling them to reach their full potential, whilst preparing them for their future higher education and careers choices. This is achieved through embedding new concepts into wider, complex psychological debates whilst applying them to everyday human and animal issues and behaviour.

	Autumn	Spring	Summer
Year 12	<p>Social influence</p> <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 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. 	<p>Attachment</p> <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. 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. 	<p>Approaches in Psychology</p> <p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • The role of social influence processes in social change. <p>Memory</p> <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 testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. <p>Research methods</p> <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. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Content analysis. 	<p>Psychopathology</p> <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 explanations; drug therapy. <p>Research methods</p> <p>Scientific processes</p> <ul style="list-style-type: none"> • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. • 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. 	<p>behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <ul style="list-style-type: none"> • 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>Biopsychology</p> <ul style="list-style-type: none"> • 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 and 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
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	<ul style="list-style-type: none"> Case studies. <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. 	<ul style="list-style-type: none"> The 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. 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. 	<p>and exogenous zeitgebers on the sleep/wake cycle.</p> <p>Research methods</p> <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. 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.
Why?	As suggested by AQA, the topics in Paper 1 are the first of the course to be introduced. Paper 1 provides a good introduction to some of the key elements in understanding human behaviour, without some of the complex knowledge required in Paper 2 and 3.	As suggested by AQA, the topics in Paper 1 are the first of the course to be introduced. Paper 1 provides a good introduction to some of the key elements in understanding human behaviour, without some of the complex knowledge required in Paper 2 and 3.	Students here are introduced to the rest of Paper 2. The approaches topic is sometimes placed at the beginning of the course as an overview, however, in my experience the content is not yet accessible for students to learn at the beginning of the course. As students have been introduced to some of the approaches within the Psychopathology topic, learning it in this order makes the transition a little easier.

<p>Specification: Students will be expected to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content. apply psychological knowledge and understanding of the specified Paper 1 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 content and evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Students will start to develop an understanding of research methods which will allow students to access some of the Paper 1 content and to evaluate effectively. For example, research into Social Influence uses a lot of experiments, so students will find it easier to evaluate that research when they have developed an understanding of this research method. Furthermore, Research Methods is a difficult part of the course and is a big proportion of overall marks (50% of Paper 2 and is interwoven throughout all of the topics) so introducing students in separate chunks to the research methods early in the course allows students not to become overwhelmed by the content and to have time to revisit and revise the topics.</p> <p>Specification: Knowledge and understanding of research methods, practical research skills and mathematical skills and will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research, conducting research and analysing and interpreting data. In carrying out practical research activities, students will manage associated risks</p>	<p>Specification: Students will be expected to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content. apply psychological knowledge and understanding of the specified Paper 1 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 content and evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Students will start to develop an understanding of research methods which will allow students to access some of the Paper 1 content and to evaluate effectively. 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In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p>	<p>Biopsychology and Research Methods (specifically, Statistics) are two of the most difficult areas of the course. Studying this before the end of Year 12 gives the opportunity to revisit these difficult areas at the start of Year 13.</p> <p>Specification: Students will be expected to: demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content, apply psychological knowledge and understanding of the specified 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 2 content and evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills</p> <p>Paper 2. These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research, conducting research and analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>Specification: Knowledge and understanding of research methods, practical research skills and mathematical skills and will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research, conducting research and analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p>
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	Autumn	Spring	Summer
Year 13	<p>Inferential testing</p> <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <ul style="list-style-type: none"> • 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. <p>Issues and debates in Psychology</p> <ul style="list-style-type: none"> • 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 	<p>Forensic Psychology</p> <ul style="list-style-type: none"> • 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>Schizophrenia</p> <ul style="list-style-type: none"> • 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 and neural correlates, including the dopamine hypothesis. 	<p>Focus on examination preparation and revision</p>

	<p>environmental (stimulus-response) reductionism.</p> <ul style="list-style-type: none"> • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity. <p>Relationships</p> <ul style="list-style-type: none"> • The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. • 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. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. 	<ul style="list-style-type: none"> • 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. 	
Why?	Students will be finishing any leftover Paper 2 and revisiting the more complex concepts before starting Paper 3. Students will start with Issues and Debates for as students will have recently completed approaches	Specification: Students will be expected to: demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content, apply psychological knowledge and understanding of the	In preparation for the summer exams.

<p>and can use the Issues and Debates to evaluate the Approaches. This will also act as revision for Paper 2.</p> <p>Specification: Students will be expected to: demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content, apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts, analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content. Knowledge and understanding of research methods, practical research skills and mathematical skills</p> <p>These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research, conducting research and analysing and interpreting data. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>Paper 3 topics are optional and as the only teacher I opt to choose:</p> <p>Relationships I choose this because: Gender is outdated and needs updating Students tend to like Relationships and apply this to their own lives.</p>	<p>specified Paper 3 content in a range of contexts, analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content. Knowledge and understanding of research methods, practical research skills and mathematical skills</p> <p>These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research, conducting research and analysing and interpreting data. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>Paper 3 topics are optional and as the only teacher I opt to choose:</p> <p>Schizophrenia I choose this because: Students tend to want to learn about Schizophrenia and are interested in the topic. I tend to avoid eating behaviour due to the high possibility of eating issues amongst young people. Stress is another topic I have opted to teach previously, however I find many students dislike the amount of Biology involved as the course is Biology-heavy already and are more motivated to learn about Schizophrenia.</p> <p>Forensic Psychology I choose this because: I am a Forensic specialist having completed a Masters in Forensic Psychology</p>	
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	Cognition and Development is quite similar to Attachment/GCSE Psychology so I have avoided to ensure students are getting a diverse understanding.		
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