Carmel College Curriculum Implementation **–** **KS5 Long Term Plan**  Subject: **PSYCHOLOGY**

**The research methods highlighted in red are used by psychologists to gather data. They are positioned throughout the course in relation to the areas of psychology in which they are used most frequently and to allow students to apply the methods appropriately in context. The students will develop** practical research skills and mathematical skills whilst designing and conducting research using a range of these methods and analysing and interpreting data. This includes presenting and displaying quantitative data in graphs, tables, scattergrams, bar charts and histograms.

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|  | **Year 12** | **Year 13** |
| Autumn Half Term 1  Sequential knowledge and skills | **APPROACHES**   * Introduction - What is psychology? What is the history of psychology? What do psychologists’ study? * Origins of psychology - Wundt’s method of introspection, the scientific method and the emergence of psychology as a science * Laboratory experiment – aim, hypothesis, independent variable, dependent variable, extraneous variable, control, ethics, data analysis * Behaviourist approach - basic assumptions, classical conditioning, Pavlov’s research, operant conditioning, types of reinforcement, Skinner’s research * Social learning theory - imitation, identification, modelling, vicarious reinforcement, mediational processes, Bandura’s research * Cognitive approach - basic assumptions, internal mental processes, schema, theoretical and computer models, inference * Cognitive neuroscience - brain scanning * Assessment technique - assessment objectives, command words, essay writing, PEEL technique * Psychodynamic approach - basic assumptions, unconscious mind, the structure of personality (id, ego and superego), defence mechanisms (repression, denial and displacement) psychosexual stages of development * Case studies - Little Hans case study, strengths and limitations * Humanistic psychology – basic assumptions, free will, self-actualisation, Maslow’s hierarchy of needs, focus on the self, congruence, conditions of worth, counselling psychology * Biological approach - genes, biological structures, neurochemistry, genotype and phenotype, evolution * Comparison of approaches - similarities and differences | **SCHIZOPHRENIA**   * What is schizophrenia? * Positive symptoms - hallucinations and delusions * Negative symptoms – speech poverty and avolition * Classification – DSM & ICD manuals * Reliability and validity in diagnosis and classification - co-morbidity, culture and gender bias and symptom overlap * Genetics * Dopamine hypothesis * Neural correlates * Family dysfunction explanations * Cognitive explanations, including dysfunctional thought processing and attention deficit theory * Drug therapy - typical and atypical antipsychotics * Cognitive behavioural therapy * Family therapy * Token economies - management of schizophrenia * Interactionist approach/diathesis-stress model - explaining and treating schizophrenia |
| Assessment  Content and methods used to judge learning | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives.  The students will complete a 45-minute summative assessment which will include a range of exam questions, including one 16-mark essay question, assessing the approaches topic. | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives.  The students will complete a 45-minute summative assessment which will include a range of exam style questions, including one 16-mark essay question, assessing the biopsychology topic. |
| Autumn Half Term 2  Sequential knowledge and skills | **BIOPSYCHOLOGY**   * Nervous system - central and peripheral (somatic and autonomic) * Neurons - structure and function of sensory, relay and motor neurons * Synaptic transmission process - neurotransmitters, excitation and inhibition * Endocrine system function - glands and hormones * Fight or flight response – adrenaline * Localisation of function in the brain - motor, somatosensory, visual, auditory and language centres (Broca’s and Wernicke’s areas) * Hemispheric lateralisation - 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 * Sleep-wake cycle - endogenous pacemakers and exogenous zeitgebers   **SOCIAL INFLUENCE**   * Asch’s research - What is conformity? * Conformity - types (internalisation, identification and compliance) * Conformity - explanations (informational social influence and normative social influence) * Asch’s variables investigating conformity - group size, unanimity and task difficulty * Conformity to social roles - Zimbardo’s research * Milgram’s research - What is obedience? * Obedience - explanations (agentic state and legitimacy of authority) * Situational variables affecting obedience - proximity, uniform and location * Ethical issues - British Psychological Society’s code of ethics and dealing with ethical issues in research | **RELATIONSHIPS**   * Attraction - physical attractiveness, matching hypothesis * Attraction - self-disclosure * Attraction - filter theory (social demography, similarity in attitudes and complementarity) * Evolutionary explanation - sexual selection and human reproductive behaviour * Content analysis - coding * Thematic analysis * Social exchange theory * Equity theory * 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 and absence of gating * Parasocial relationships - levels, absorption addiction model and attachment theory |
| Assessment  Content and methods used to judge learning | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives. | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives.  The students will complete a 2-hour paper 2 mock exam in December. |
| Spring Half Term 3  Sequential knowledge and skills | **SOCIAL INFLUENCE**   * Obedience - dispositional explanation (authoritarian personality) * Resistance to social influence - explanations (locus of control and social support) * Minority influence - consistency, commitment and flexibility * Social change - What is the role of social influence processes?   **RESEARCH METHODS**   * Aims - stating aims, the difference between aims and hypotheses * Hypotheses - directional and non-directional * Variables - manipulation and control of variables, independent, dependent, extraneous, confounding, operationalisation, control, demand characteristics, investigator effects, randomisation, standardisation * Experimental method - laboratory and field experiments; natural and quasi-experiments, strengths and limitations * Experimental designs - repeated measures, independent groups, matched pairs, random allocation, counterbalancing * Sampling - population, sample, sampling techniques (random, systematic, stratified, opportunity and volunteer), bias, generalisation * Pilot studies - aims * Data analysis - quantitative and qualitative data, primary and secondary data * Descriptive statistics - measures of central tendency (mean, median, mode), measures of dispersion (range and standard deviation) * Reporting psychological investigations - sections of a scientific report (abstract, introduction, method, results, discussion and referencing) * Peer review   **MEMORY**   * STM research - features (coding, capacity and duration) * LTM research - features (coding, capacity and duration), types (episodic, semantic, procedural) * multi-store model of memory - sensory register, short-term memory and long-term memory * working memory model - central executive, phonological loop, visuo-spatial sketchpad and episodic buffer | **FORENSIC PSYCHOLOGY**   * Offender profiling - top-down approach, including organised and disorganised types of offender * Offender profiling - bottom-up approach, including investigative Psychology; geographical profiling * Historical approach - atavistic form * Genetics * Neural explanations * Eysenck’s theory of the criminal personality * Level of moral reasoning * Cognitive distortions - hostile attribution bias and minimalisation) * Differential association theory * Psychodynamic explanations |
| Assessment  Content and methods used to judge learning | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives. | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives. |
| Spring Half Term 4  Sequential knowledge and skills | **MEMORY**   * Forgetting - explanations (proactive and retroactive interference and retrieval failure due to absence of cues) * Factors affecting the accuracy of eyewitness testimony - misleading information (leading questions and post-event discussion), anxiety * Cognitive interview   **ATTACHMENT**   * Observations - types of (naturalistic, controlled, covert, overt observation, participant and non-participant observation, strengths, limitations * Observational design - behavioural categories, event sampling and time sampling * Caregiver-infant interactions in humans - reciprocity and interactional synchrony * Stages of attachment, multiple attachments and the role of the father * Animal studies of attachment – Lorenz and Harlow’s research * Attachment – explanations (learning theory and Bowlby’s monotropic theory, including the critical period and internal working model) * Attachment – types (secure, insecure-avoidant and insecure-resistant), Ainsworth’s ‘Strange Situation’ research * Cultural variations in attachment - van Ijzendoorn’s research * Meta-analysis - secondary data | **FORENSIC PSYCHOLOGY**   * Aims of custodial sentencing * Psychological effects of custodial sentencing * Recidivism * Behaviour modification in custody * Anger management * Restorative justice programmes   **ISSUES & DEBATES**   * Implications of psychological research for the economy * gender in psychology - universality, gender bias, androcentrism, alpha and beta bias * Culture in psychology - universality, culture bias, ethnocentrism and cultural relativism * Ethical implications of research studies and theory - social sensitivity * Nature-nurture debate - heredity, environment, interactionist approach * Free will and determinism - hard determinism, soft determinism biological, environmental and psychic determinism, scientific emphasis on causal explanations * Reductionism and holism - levels of explanation in psychology, biological reductionism and environmental reductionism * Nomothetic and idiographic approaches to psychological investigation   **REVISION** |
| Assessment Content and methods used to judge learning | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives.  The students will complete a 2-hour mock exam in March assessing the content covered in the course to date. | The students will complete a 2-hour paper 3 mock exam. |
| Summer Half Term 5  Sequential knowledge and skills | **ATTACHMENT**   * Bowlby’s theory of maternal deprivation * Institutionalisation - Romanian orphan studies * The influence of early attachment on childhood and adult relationships, including the role of an internal working model * Self-report techniques – questionnaires, interviews (structured and unstructured) * Questionnaire construction - open and closed questions   **PSYCHOPATHOLOGY**   * Definitions of abnormality - deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health * Characteristics of phobias - behavioural, emotional and cognitive * Behavioural approach to explaining phobias – two-process model, classical and operant conditioning * Behavioural approach to treating phobias - systematic desensitisation, relaxation, hierarchy, flooding * Characteristics of depression - behavioural, emotional and cognitive * Distributions - normal and skewed distributions * Correlations - relationship between co-variables, difference between correlations and experiments, positive, negative and zero correlations, coefficients * Cognitive approach to explaining depression - Beck’s negative triad and Ellis’s ABC model * Cognitive approach to treating depression - cognitive behaviour therapy (CBT), challenging irrational thoughts * Characteristics of OCD - behavioural, emotional and cognitive * Biological approach to explaining OCD – genetic and neural explanations * Biological approach to treating OCD - drug therapy | **REVISION** |
| Assessment  Content and methods used to judge learning | The students will complete a 16-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge/theory/research as well as exam questions assessing all the assessment objectives. | PAPER 1, 2 & 3 EXTERNAL EXAM |
| Summer Half Term 6  Sequential knowledge and skills | **RESEARCH METHODS**   * Features of science – objectivity, empirical method, replicability, falsifiability, theory construction, hypothesis testing, paradigms, paradigm shifts * Reliability - ways of assessing reliability (test-retest and inter-observer), improving reliability * Validity - face validity, concurrent validity, ecological validity, temporal validity, assessment of validity, improving validity * Levels of measurement - nominal, ordinal, interval * Probability and significance * Type I and Type II errors * Inferential statistical testing - use of statistical tables and critical values in interpretation of significance * Inferential statistical testing – when to use: Spearman’s rho, Pearson’s r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, and Chi-Squared test * Sign test - calculation of the test |  |
| Assessment  Content and methods used to judge learning | The students will complete a 2-hour paper 1 mock exam. | N/A |