



SUBJECT: PSYCHOLOGY A LEVEL

Key Stage 5 Curriculum Content

	<u>Year 12</u>
<u>HT1</u>	<p>Approaches</p> <ul style="list-style-type: none"> ● Introduction to Psychology and origins of Psychology ● The biological approach ● The learning approach: behaviourism ● The Learning approach: SLT ● The cognitive approach <p>Biopsychology</p> <ul style="list-style-type: none"> ● The nervous system and the endocrine system ● Neurons and synaptic transmission ● The flight or fight response <p>Psychopathology</p> <ul style="list-style-type: none"> ● Definitions of abnormality: statistical deviation and deviation from social norms ● Definitions of abnormality: failure to function adequately, deviation from ideal mental health ● Phobias: behavioural, emotional and cognitive characteristics of phobias ● The behavioural approach to explaining and treating phobias ● Depression: behavioural, emotional and cognitive characteristics of depression ● The cognitive approach to explaining and treating depression
<u>HT2</u>	<p>Psychopathology continued....</p> <ul style="list-style-type: none"> ● OCD: behavioural, emotional and cognitive characteristics of OCD ● The biological approach to explaining and treating OCD <p>Research Methods</p> <ul style="list-style-type: none"> ● Methods; strengths and limitations ● Hypotheses, operationalisation, control of variables, experimental designs ● Sampling, pilot studies, single- and double-blind techniques, control groups and conditions ● Correlation analysis ● Observational techniques, observational design ● Self-report techniques, self-report design, correlations, data analysis ● Descriptive statistics, graphs, mathematical content, statistical testing <p>Social Influence</p> <ul style="list-style-type: none"> ● Types and explanations of conformity ● Asch's research ● Zimbardo's research
<u>HT3</u>	<p>Social Influence continued...</p> <ul style="list-style-type: none"> ● Milgram's research ● Obedience: situational variables ● Obedience: social psychological factors ● Obedience: dispositional explanations ● Resistance to social influence ● Minority influence ● Social influence and social change

	<p>Attachments</p> <ul style="list-style-type: none"> ● Introduction to attachment ● Schaffer's stages of development ● Animal studies of attachment ● Explanations of attachment: learning theory ● Explanations of attachment: Bowlby's theory ● Ainsworth's strange situation ● Cultural variations in attachment
<u>HT4</u>	<p>Attachments continued....</p> <ul style="list-style-type: none"> ● Bowlby's theory of maternal deprivation ● Romanian orphan studies: effects of institutionalisation ● Influence of early attachment on later relationships <p>Memory</p> <ul style="list-style-type: none"> ● Coding, capacity and duration of memory ● Multi-store model of memory ● Research on the MSM ● Types of long-term memory ● The working memory model ● Explanations for forgetting: interference ● Explanations for forgetting: retrieval failure
<u>HT5</u>	<p>Memory continued...</p> <ul style="list-style-type: none"> ● Factors affecting EWT: misleading information ● Factors affecting EWT: anxiety ● Improving the accuracy of EWT: cognitive interview <p>**AS examinations take place in May for those students who choose only to complete the AS Level qualification**</p> <p>Approaches development work:</p> <ul style="list-style-type: none"> ● Recap: Biological, Learning and Cognitive approaches ● Psychodynamic Approach ● Humanistic Approach ● Comparison of approaches
<u>HT6</u>	<p>Research Methods development:</p> <ul style="list-style-type: none"> ● Recap: AS level research methods ● Inferential statistics, probability and Type I & Type II errors <p>This section of the course is taught through practical work. Students will be expected to design, conduct and complete an official write up of a psychological study of their choice.</p>
	<u>Year 13</u>
<u>HT1</u>	<p>Biopsychology:</p> <ul style="list-style-type: none"> ● Biopsychology: recap of AS content ● Biopsychology: Localisation of Function & Lateralisation of Function ● Biopsychology: Split-Brain research and Plasticity and functional recovery after brain trauma ● Biopsychology: Ways of studying the brain & Biological Rhythms – Ultradian, Circadian and Infradian ● Biopsychology: Biological Rhythms – Pacemakers V's Zetigebers <p>Relationships:</p> <ul style="list-style-type: none"> ● The evolutionary explanations for partner preferences ● Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, and filter theory ● Theories of romantic relationships: social exchange theory, equity theory and Rusbult's

	investment model of commitment.
<u>HT2</u>	<p>Relationships continued:</p> <ul style="list-style-type: none"> ● Duck's phase model of relationship breakdown ● Virtual relationships in social media ● Parasocial relationships <p>Attachments revision</p> <p>Aggression:</p> <ul style="list-style-type: none"> ● Neural and hormonal mechanisms in aggression ● Genetic factors in aggression ● The ethological explanation of aggression ● Evolutionary explanations of human aggression ● Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory and de-individuation ● Institutional aggression in the context of prisons ● Media influences on aggression, including the effects of computer games.
<u>HT3</u>	<p>Schizophrenia:</p> <ul style="list-style-type: none"> ● Classification of schizophrenia. ● Reliability and validity in diagnosis and classification of schizophrenia ● Biological explanations for schizophrenia: genetics ● Psychological explanations for schizophrenia: family dysfunction and cognitive explanations ● Drug therapy: antipsychotic drugs. ● Cognitive behaviour therapy, family therapy and token economies as used in the management of schizophrenia. ● The importance of an interactionist approach in explaining and treating schizophrenia <p>Psychopathology revision</p>
<u>HT4</u>	<p>Issues and Debates:</p> <ul style="list-style-type: none"> ● Gender and culture in psychology ● Free will and determinism ● The scientific emphasis on causal explanations. ● The nature-nurture debate ● Holism and reductionism ● Idiographic and nomothetic approaches to psychological investigation. ● Ethical implications of research studies and theory <p>Research Methods revision</p> <p>Approaches revision</p>
<u>HT5</u>	<p>Memory revision</p> <p>Social Influence revision</p> <p>Examination preparation</p> <p style="text-align: right;">**A level examinations take place at the end of HT5**</p>
<u>HT6</u>	