

## Psychology

Date last reviewed: Spring term 2023

The Psychology department at Arrow Vale aims to stimulate a curiosity about people, behaviour and how we interact with the world around us. We aim to spark a love of learning and encourage students to be analytical, empathetic and good problem solvers. We support students to be inquisitive and ask questions about why people behave the way we do.

The Psychology curriculum at Arrow Vale starts at KS5. Our curriculum is sequenced to ensure that students master basic concepts and skills by regularly returning to key ideas and embedding this knowledge, before building on this in future lessons. This ensures that throughout a student's journey at KS5, they gain cumulative knowledge and confidence in their own abilities, and as a result are then able to succeed in their exams and future studies.

Students learn a wide range of key vocabulary and terminology. This vocabulary is important for students to access not just the A-Level Psychology course, but it can also be linked across to other subjects, for example science-based subjects such as Biology and Chemistry. There are many links with science, from understanding biological systems and structures within the body, through to understanding how to ensure research is scientific, and the importance of objectivity.

The curriculum provides ambition and challenge for all and is designed to stretch every student and support their own unique abilities and knowledge. This may be through providing additional structure and guidance to enable students to reach their full potential, or by providing stretch and challenge and 'going for gold' activities, to further push and extend their current knowledge and learning. Regardless, end points are ambitious and ensure that required knowledge is committed to memory.

Many students choose to study Psychology or a related subject at university or in further education and therefore we ensure we are teaching all the key skills needed to be successful in higher-level study. Skills such as communication, problem-solving, researching and analysing information, and independence are also transferable to many other courses and professions, and are therefore an important part of the Psychology curriculum at KS5.

**Year 12 Psychology**

<b>Term/Length of Unit</b>	<b>Outline</b>	<b>Knowledge and Skills</b>	<b>End points and associated key assessments</b>
<b>Memory</b> (6 weeks) Autumn 1	Models of memory, explanations for forgetting and eye-witness testimony.	<p>Explain what is meant by coding, capacity and duration. Describe and evaluate research into coding, capacity and duration of short-term and long-term memory.</p> <p>Describe and evaluate the multi-store model of memory.</p> <p>Describe and evaluate the working memory model.</p> <p>Describe and evaluate different types of long-term memories.</p> <p>Describe and evaluate the different explanations of forgetting: interference theory and retrieval failure.</p> <p>Describe and evaluate factors affecting the accuracy of eyewitness testimony: misleading information and anxiety.</p> <p>Describe and evaluate the cognitive interview as a way of improving the accuracy of eyewitness testimony.</p>	Exam questions focused on Memory – 12-mark essay questions and end of topic test.
<b>Approaches</b> (5 weeks) Autumn 1 and 2.	The different approaches in psychology and the order that they were dominant.	<p>Describe the origins of psychology.</p> <p>Describe and evaluate the behaviourist approach.</p> <p>Describe and evaluate social learning theory.</p> <p>Describe and evaluate the cognitive approach.</p> <p>Describe and evaluate the biological approach.</p> <p>Describe and evaluate the psychodynamic approach.</p> <p>Describe and evaluate the humanistic approach.</p> <p>Compare the different approaches.</p> <p>Describe the nervous and endocrine systems.</p> <p>Describe neurons and explain synaptic transmission.</p>	Exam questions focused on approaches  12-mark essay questions and end of topic test.
<b>Attachment</b> (5 weeks) Autumn 2 and spring 1	Explanations and theories of cognitive development.	<p>Describe behaviours of caregiver-infant interactions.</p> <p>Describe the role of the father in attachment.</p> <p>Describe and evaluate Schaffer's stages of attachment.</p> <p>Describe and evaluate animal studies into attachment.</p> <p>Describe and evaluate learning theory of attachment.</p> <p>Describe and evaluate Bowlby's theory of attachment.</p> <p>Describe and evaluate Ainsworth's strange situation.</p> <p>Describe and evaluate cultural variations in attachment.</p> <p>Describe and evaluate Bowlby's theory of maternal deprivation.</p> <p>Describe and evaluate Romanian orphan studies.</p>	Exam questions focused on Attachment.  12-mark essay questions and end of topic test.  Mock exam covering topics studied so far.

		Describe and evaluate research into the influence of early attachment on later relationships.	
<b>Social Influence</b> (5 weeks) Spring 1	The symptoms, explanations and treatments for schizophrenia.	Describe types and explanations of conformity. Describe and evaluate Asch's research into conformity. Describe and evaluate Zimbardo's research into conformity to social roles. Describe and evaluate Milgram's research into obedience. Describe and evaluate Milgram's situational variables into obedience. Describe and evaluate social-psychological factors into obedience. Describe and evaluate dispositional explanations of obedience. Describe and evaluate minority influence. Describe and evaluate social influence and social change.	Exam questions focused on social influence  12-mark essay questions and end of topic test.
<b>Psychopathology</b> (5 weeks) Spring 2	Different explanations and theories for aggression.	Describe and evaluate definitions of abnormality. Describe what is meant by phobias. Describe and evaluate the behavioural approach to explaining and treating phobias. Describe what is meant by depression. Describe and evaluate the cognitive approach to explaining and treating depression. Describe what is meant by OCD. Describe and evaluate the biological approach to explaining and treating OCD.	Exam questions focused on psychopathology  12-mark essay questions and end of topic test.
<b>Research methods</b> (2 weeks) Summer 1	Research methods	This is taught throughout the year in all of the different topics.  Students should have a good idea about how to conduct psychological research, the different methods available and their strengths and weaknesses, How to analyse data as well as mathematical content, statistical testing and the role of peer review.	Exam questions focused on research methods.
<b>Revision for end of year exams.</b> Starting Year 13 content. Summer 1 and summer 2	Revision of year 12 course content.  Starting year 13 content – biopsychology.	Revise over each of the topics or the end of year exams.  Practise exam technique (AO1, AO2 and AO3).  Use mark schemes to mark work.	Exam questions, past papers, use of mark schemes.  End of year exams covering year 12 content.

## Year 13 Psychology

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
<b>Biopsychology</b> (6 weeks) Autumn 1	Biological systems and their links to behaviour.	<p>Explain how the nervous system and endocrine system work and their functions.</p> <p>Explain the process of synaptic transmission</p> <p>Explain what is meant by localisation of function and describe the location and functions of certain areas in the brain. Evaluate research into localisation of function.</p> <p>Explain what is meant by plasticity and functional recovery. Evaluate research into plasticity and functional recovery.</p> <p>Explain what is meant by hemispheric lateralisation and explain and evaluate split-brain research.</p> <p>Describe what is meant by circadian rhythms, infradian and ultradian rhythms. Explain and evaluate research into these biological rhythms.</p> <p>Describing and evaluating research into endogenous pacemakers and exogenous zeitgebers and what happens when these are disrupted.</p>	Exam questions focused on Biopsychology – 16-mark essay questions and end of topic test.
<b>Issues and debates</b> (5 weeks) Autumn 1 and 2.	The main issues and debates within Psychology.	<p>Describing what is meant by gender bias and explaining how research in Psychology can be affected by gender bias.</p> <p>Explaining what is meant by cultural bias and describing and evaluating research into cultural bias.</p> <p>Describing what is meant by free will and determinism and explaining the strengths and weaknesses of both.</p> <p>Describing what is meant by nature and nurture and explaining the strengths and weaknesses of both. Explaining what is meant by an interactionist approach.</p> <p>Describing what is meant by holism and reductionism and explaining the strengths and weaknesses of both.</p> <p>Describing what is meant by idiographic and nomothetic and explaining the strengths and weaknesses of both.</p> <p>Explaining what is meant by ethical implications of research and the impact that this can have. Explain the difference between ethical implications and ethical issues.</p>	<p>Exam questions focused on issues and debates.</p> <p>16-mark essay questions and end of topic test.</p> <p>First mock exams covering year 12 content and start of year 13 content.</p>
<b>Cognition and development</b> (5 weeks) Autumn 2 and spring 1	Explanations and theories of cognitive development.	<p>Describe and evaluate Piaget's theory of cognitive development.</p> <p>Describe and evaluate Piaget's stages of intellectual development</p> <p>Describe and evaluate Vygotsky's theory of cognitive development.</p> <p>Explain the similarities and differences between Piaget's and Vygotsky's theories of cognitive development.</p>	Exam questions focused on cognition and development.

		<p>Describe and evaluate Baillargeon’s explanation of infant abilities.</p> <p>Describe and evaluate Selman’s levels of perspective taking.</p> <p>Describe and evaluate theory of mind in social cognition.</p> <p>Describe and evaluate the mirror neuron system linking to autism.</p>	<p>16-mark essay questions and end of topic test.</p>
<p><b>Schizophrenia</b> (4 weeks) Spring 1</p>	<p>The symptoms, explanations and treatments for schizophrenia.</p>	<p>Describe the symptoms of schizophrenia. Distinguish between positive and negative symptoms.</p> <p>Explain how schizophrenia is classified and diagnosed and the positives and negatives of this.</p> <p>Describe and evaluate the biological explanation of schizophrenia.</p> <p>Describe and evaluate the psychological explanation of schizophrenia.</p> <p>Describe and evaluate the biological treatment of schizophrenia.</p> <p>Describe and evaluate the psychological treatment of schizophrenia.</p> <p>Describe and evaluate the interactionist approach to explaining and treating schizophrenia.</p>	<p>Exam questions focused on schizophrenia.</p> <p>16-mark essay questions and end of topic test.</p> <p>Second mock exams covering year 12 content and year 13 content studied so far.</p>
<p><b>Aggression</b> (5 weeks) Spring 2</p>	<p>Different explanations and theories for aggression.</p>	<p>Describe and evaluate neural and hormonal mechanisms in aggression.</p> <p>Describe and evaluate genetic factors in aggression.</p> <p>Describe and evaluate ethological explanations of human aggression.</p> <p>Describe and evaluate the frustration-aggression hypothesis.</p> <p>Describe and evaluate social learning theory of aggression.</p> <p>Describe and evaluate de-individuation as a social-psychological explanation of aggression.</p> <p>Describe and evaluate institutional aggression in the context of prisons.</p> <p>Describe and evaluate the effect of computer games on aggression.</p> <p>Describe and evaluate desensitisation, disinhibition and cognitive priming on aggression.</p>	<p>Exam questions focused on aggression.</p> <p>16-mark essay questions and end of topic test.</p>
<p><b>Year 2 research methods</b> (2 weeks) Summer 1</p>	<p>Research methods and statistical tests.</p>	<p>Analyse and interpret correlations.</p> <p>Describe and evaluate the use of case studies.</p> <p>Describe and evaluate content analyses.</p> <p>Explain what is meant by reliability and describe ways of assessing and improving reliability.</p> <p>Explain what is meant by validity and describe ways of assessing and improving validity.</p> <p>Explain how to choose the correct statistical test. Explain how to tell if a statistical test result is significant or not.</p> <p>Describe the sections of a scientific report.</p> <p>Explain the features of science.</p>	<p>Exam questions focused on research methods.</p>

<p><b>Revision for written exams.</b> Summer 1 and summer 2</p>	<p><b>Aim:</b> At this stage in the curriculum, students ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop in students (examination skills). The examination skills needed to answer the Psychology examinations are taught explicitly. Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative</p>	<p>Revise over each of the topics or the end of year exams.</p> <p>Practise exam technique (AO1, AO2 and AO3).</p> <p>Use mark schemes to mark work.</p>	<p>Exam questions, past papers, use of mark schemes.</p>
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KS5 Curriculum

	assessments, to re-visit the curriculum areas which have not been fully understood by students.		
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