

<b>Subject content ( What will be covered)</b>	<b>As a result, what students should know /understand</b>	<b>What students should be able to do</b>	<b>By when (half term 1-6)</b>
Introduction to Research Methods	Students will learn about the fundamental role that scientific research plays in psychology. They will carry out an investigation to gain an initial overview of the methods, processes and techniques used in research, including some of their strengths and weaknesses. Most of this work will be done during directed time.	Describe types of experiment, observational techniques, self-report techniques and correlations. Identify key processes in the scientific method and use a range of techniques in data handling and analysis	HT1
Social influence	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, location and uniform, as investigated by Milgram. 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.	Describe types of conformity and explanations for conformity using examples from research and from everyday life. Use research to explain and evaluate the theories, including the variations demonstrated in key studies. Evaluate the research.	HT1/2
Attachment	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.	Describe the different theories of attachment and use a range of research to evaluate the theories. Evaluate the research.	HT1/2

	<p>Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</p> <p>Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant.</p> <p>Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>		
Memory	<p>The multi-store model of memory: sensory register, short-term memory and long-term memory.</p> <p>Features of each store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.</p> <p>Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p>	<p>Outline the models of memory.</p> <p>Describe the key features of the models.</p> <p>Explain how research provides evidence for the different models and use the research to evaluate the models.</p> <p>Describe explanations for forgetting and factors affecting accuracy of EWT with reference to relevant research.</p> <p>Describe and evaluate the cognitive interview.</p>	HT2/3
Psychopathology	<p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive compulsive disorder (OCD).</p> <p>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.</p> <p>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.</p>	<p>Outline and evaluate the different definitions of abnormality.</p> <p>Outline and evaluate the different approaches to explaining specific mental health disorders.</p> <p>Outline and evaluate relevant approaches to</p>	HT3

	The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.	treating specific mental health disorders.	
Approaches in Psychology	Students will learn about the origins of psychology and the emergence of psychology as a science. They will then learn about the basic assumptions of several key approaches (below).		HT3
Learning approaches including social learning theory	The behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.	Describe each of the theories Evaluate the theories using relevant research and evaluate the research.	HT3
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.	As above	HT3
The biological approach	The influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.	Use research evidence to evaluate the explanations.	HT4
Biopsychology	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.	Relate the functions of specific divisions within the nervous system to bodily response.	HT4
Biopsychology extended	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.	Explain the concepts of localisation and plasticity in relation to brain development.	HT5/6
Approaches extended	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: comparing different approaches in psychology with reference to the major debates in psychology. The eclectic approach.		HT6

Research Methods	<p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations:</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasiexperiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p>	<p>Describe the use of a range of methods, processes and techniques used when undertaking psychological research.</p> <p>Evaluate these different methods, processes and techniques.</p>	HT4
Scientific processes	<p>Aims: stating aims, the difference between aims and hypotheses.</p> <p>Hypotheses: directional and non-directional.</p> <p>Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</p> <p>Pilot studies and the aims of piloting.</p> <p>Experimental designs: repeated measures, independent groups, matched pairs.</p> <p>Observational design: behavioural categories; event sampling; time sampling.</p> <p>Questionnaire construction, including use of open and closed questions; design of interviews.</p> <p>Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.</p> <p>Control: random allocation and counterbalancing, randomisation and standardisation.</p> <p>Demand characteristics and investigator effects.</p> <p>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> <p>The role of peer review in the scientific process.</p> <p>The implications of psychological research for the economy.</p>	<p>Apply the use of scientific methods, processes and techniques to given scenarios and novel research.</p> <p>Discuss the ethical issues raised in psychological studies and how psychologists deal with these.</p> <p>Explain the place of psychological research in the wider contexts of the scientific process and the economy.</p>	HT1/2 and again in HT4 and HT6
Data handling and analysis	<p>Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p> <p>Primary and secondary data, including meta-analysis.</p>	<p>Apply a range of analytical techniques to different types of data.</p>	HT1/2 and again in

	<p>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.</p> <p>Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts.</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</p> <p>Introduction to statistical testing; the sign test.</p>	<p>Outline how data can be described, presented and displayed.</p> <p>Carry out a simple statistical test.</p>	<p>HT4 and HT6</p>
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