

Subject content ( What will be covered)	As a result, what students should know /understand	What students should be able to do	By when (half term 1-6)
Biopsychology extended	<p>Structure and function of the nervous system reviewed, including the central and peripheral nervous systems; branches of the autonomic nervous system – sympathetic and parasympathetic. <i>The role of hormones and glands in the endocrine system. Neurons, synapses and neurotransmitters, including the concepts of excitatory and inhibitory neurotransmitters.</i> The fight or flight response including the role of adrenaline.</p> <p>Methods of investigating the brain: scans including fMRI, EEG recording, event-related potentials and their relationship to EEGs, post-mortem.</p> <p>Circadian rhythms, including theories and relevant research explaining the role of biological rhythms. Infradian and ultradian rhythms, including examples of each type and relevant research. The roles of endogenous pacemakers and exogenous zeitgebers, including the significance of research evidence.</p>	<p>Outline the biological explanations for the relevant body systems and describe and evaluate appropriate research evidence in support of these theories. Outline and evaluate the range of methods used to investigate brain structure and function.</p>	HT1
Review of research methods work from Year 12	<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>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Apply knowledge and understanding of research methods, practical research</p>	HT1/2 HT3/4

	<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>Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p> <p>Primary and secondary data, including meta-analysis.</p> <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, histograms.</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</p> <p>Analysis and interpretation of correlation, including correlation coefficients.</p> <p>Levels of measurement: nominal, ordinal and interval.</p> <p>Content analysis and coding. Thematic analysis.</p>	<p>skills and mathematical skills.</p> <p>These skills should be developed through study of the specification content and through ethical practical research activities, involving:</p> <ul style="list-style-type: none"> <li>designing research</li> <li>conducting research</li> <li>analysing and interpreting data.</li> </ul> <p>In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p>	
Development of research methods	<p>Reliability across all methods of investigation. Ways of assessing reliability: test-retest and interobserver; improving reliability.</p> <p>Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</p> <p>Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p> <p>Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p> <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <p>Introduction to statistical testing; the sign test.</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</p>	As above	HT1/2 HT3/4

	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.		
Approaches extended	<p>Review of the biological, cognitive, behaviourist and social learning approaches to psychology, including the key assumptions, theories, appropriate historical context and relevant research.</p> <p>The psychodynamic approach based on Freud's theories of the personality and the unconscious mind, the significance of psychosexual stages and defence mechanisms, including denial and displacement.</p> <p>Humanistic psychology as developed by Rogers and Maslow; free will, self-actualisation, the hierarchy of needs. Focus on the self and the importance of congruence, the concepts of conditions of worth and unconditional positive regard. The development of counselling in the context of the humanistic approach.</p> <p>Comparison of approaches in psychology; the relative strengths and weaknesses of each; their approaches to therapy and treatment; evaluation of approaches in the context of their positions on key debates such as free will vs determinism.</p>	Describe the different theories of attachment and use a range of research to evaluate the theories. Evaluate the research.	HT1/2
Issues and Debates	<p>Issues of bias and universality in psychology and psychological research. Gender bias, specifically androcentrism and the concepts of alpha and beta bias. Cultural biases including ethnocentrism and cultural relativism, emics and etics.</p> <p>Free will vs determinism: hard and soft determinism and their relationship to key approaches; biological, environmental and psychic determinism. Determinism in relation to the scientific emphasis on causality in explanations.</p> <p>Nature vs nurture: the relative roles of heredity and the environment in determining behaviour; the interactionist approach, e.g. diathesis-stress model.</p> <p>Holism vs reductionism: levels of explanation in psychology. Biological and environmental (stimulus-response, Skinnerian) reductionism.</p> <p>Idiographic and nomothetic approaches to psychological investigation – the relative prominence and importance of these alternatives and their relationship to the approaches.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity.</p>	Relate the key approaches in psychology to relative positions within each of the major debates. Outline and evaluate relevant evidence in support of these positions and offer examples from topics within the psychology that illustrate the significance of the debates and issues.	HT2
Schizophrenia	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	Explain the difficulties associated with classifying and diagnosing schizophrenia. Outline and	HT2/3

	<p>schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</p> <p>Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates.</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</p> <p>Drug therapy: typical and atypical antipsychotics.</p> <p>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p>	<p>evaluate theories explaining schizophrenia, its onset and development from a range of approaches. Outline and evaluate a variety of treatments used for schizophrenia. Relate these theories and treatments to the key issues, debates and approaches within psychology.</p>	
Gender	<p>Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.</p> <p>The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender.</p> <p>Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.</p> <p>Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</p> <p>Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.</p> <p>Social learning theory as applied to gender development. The influence of culture and media on gender roles.</p> <p>Atypical gender development: gender identity disorder; biological and social explanations for gender identity disorder.</p>	<p>Outline and evaluate theories explaining the development of gender and gendered behaviours and characteristics from a range of approaches. Outline and evaluate relevant research supporting these theories and relate them to the key issues, debates and approaches. Relate knowledge of research methods to the study of gender.</p>	HT3
Aggression	<p>Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</p> <p>The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.</p> <p>Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</p>	<p>Outline biological and social psychological explanations for aggression and evaluate the relevant theories with reference to research.</p> <p>Evaluate the research and compare the theories with reference to the key issues,</p>	HT4

	<p>Institutional aggression in the context of prisons: dispositional and situational explanations.</p> <p>Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</p>	debates and approaches within psychology.	
Scientific processes (2.3.1)	<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
Data handling and analysis (2.3.2)	<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>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>Apply a range of analytical techniques to different types of data.</p> <p>Outline how data can be described, presented and displayed.</p> <p>Carry out a simple statistical test.</p>	HT1/2 and again in HT4

	Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Introduction to statistical testing; the sign test.		
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