

## Y12 long-term sequence for Psychology A-Level

<p><b>Intent</b></p> <p>In Psychology A level, we aim to secure strong academic outcomes alongside a discovery of new and thought-provoking areas of study. Psychology as a subject is very relevant in a diverse and ever-changing world and supports students in their ability to empathise with others and engage in deep thinking about the people around them. By exploring a wide range of topics, students can find areas of interest which will raise their confidence and encourage them to embrace a growth mind -set. The Psychology curriculum involves students learning about key psychological approaches across history and considering the applications psychology has to society. They will develop mathematical skills to allow them to analyse research and practical skills through collecting the data themselves. Alongside learning a variety of new key terms and concepts, students will have to apply this knowledge and evaluate studies and theories. Students of Psychology will learn to think like a psychologist by drawing on their knowledge of scientific inquiry continually throughout the two years of the course when thinking critically about explanation of the specific behaviours. We wish our students to understand the contribution of Psychology to individual, social and cultural diversity, understanding the relationship between Psychology and personal, moral, social and cultural issues, developing our students' own ethical principles in order to become reflective thinkers who can develop arguments and draw conclusions in a critical and scientific manner. We are committed to ensuring all pupils have high aspirations and providing support and provision to ensure all can succeed.</p>		
<p><b>Teacher 1 Term 1</b>  <u>Aut01:</u> Topic 4.1.1 Social influence  <b>STUDENTS MUST KNOW</b></p> <ul style="list-style-type: none"> <li>Types of conformity: internalisation, identification and compliance. Explanations for conformity: normative and informational social influence</li> <li>Variables affecting conformity as investigated by Asch</li> <li>Conformity to social roles as investigated by Zimbardo</li> <li>Explanations for obedience: situational and dispositional</li> </ul> <p><b>How will this be assessed?</b>                  Low stake quizzing, retrieval practice, questioning, variety of skill based questions</p>	<p><b>Teacher 1 Term 2</b>  <u>Term 1:</u> Topic 4.1.1 Social influence  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Situational variables affecting conformity investigated by Milgram</li> <li>Explanations of resistance to social influence</li> <li>Minority influence</li> <li>The role of social influence processes in social change</li> </ul> <p><b>How will this be assessed?</b>                  Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 1 Term 3</b>  <u>Spr01:</u> Topic 4.1.2 Memory  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>The multi-store model of memory</li> <li>Features of sensory, short-term and long term store</li> <li>Types of long term memory</li> <li>The working memory mode</li> </ul> <p><b>How will this be assessed?</b>                  Low stake quizzing, retrieval practice, questioning, variety of skill based questions</p>
<p><b>Teacher 1 Term 3</b>  <u>Topic 4.1.2 Memory</u>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Explanations for forgetting</li> <li>Factors that effect the accuracy of eyewitness testimony</li> <li>Improving the accuracy of eyewitness testimony: the cognitive interview</li> </ul> <p><b>How will this be assessed?</b>                  Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 1 Term 4</b>  <u>Topic 4.1.3 Attachment</u>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Caregiver-infant interactions in humans</li> <li>Stages of attachment identified by Schaffer</li> <li>Multiple attachments and role of the father</li> <li>Animal studies of attachment</li> <li>Learning theory as an explanation for attachment</li> <li>Bowlby's monotropic theory</li> </ul> <p><b>How will this be assessed?</b>                  Low stake quizzing, retrieval practice, questioning, variety of skill based questions</p>	<p><b>Teacher 1 Term 5</b>  <u>Topic 4.1.3 Attachment</u>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>Ainsworth's 'strange situation'</li> <li>Cultural variations of attachment</li> <li>Bowlby's theory of maternal deprivation</li> <li>Effects of internalisation: Romanian orphanage studies</li> <li>The influence of early attachment on later relationships</li> </ul> <p><b>How will this be assessed?</b>                  Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>

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<p><b>Teacher 2 Term 1</b>  <b>Topic 4.2.1 Approaches</b>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Origins of Psychology and the emergence of Psychology as a science-introspection and the work of Wundt</li> </ul> <p><b>Key assumptions and areas of study for:</b></p> <ul style="list-style-type: none"> <li>• Behavioural approach</li> <li>• Social learning theory</li> <li>• The cognitive approach</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 2 Term 2</b>  <b>Term 2 Topic 4.2.1 Approaches</b>  <b>STUDENTS MUST KNOW:</b></p> <p><b>Key assumptions and areas of study for:</b></p> <ul style="list-style-type: none"> <li>• The biological approach</li> <li>• The psychodynamic approach</li> <li>• Humanistic approach</li> <li>• Comparison of approaches</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 2</b>  <b>Sum02 Topic 4.2.2 Biopsychology</b>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The divisions of the nervous system</li> <li>• The structure and function of sensory, relay and motor neurons</li> <li>• The process of synaptic transmission</li> <li>• The endocrine system</li> <li>• The fight or flight response</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>
<p><b>Teacher 2</b>  <b>Spr02 Topic 4.1.4 Psychopathology</b></p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health</li> <li>• The behavioural, emotional and cognitive characteristics of phobias.</li> <li>• behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy and flooding.</li> </ul> <p><b>How will this be assessed?</b></p> <ul style="list-style-type: none"> <li>• Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment</li> </ul>	<p><b>Teacher 2</b>  <b>Spr02 Topic 4.1.4 Psychopathology</b>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The behavioural, emotional and cognitive characteristics of Depression</li> <li>• Cognitive approach to explaining and treating depression</li> <li>• The behavioural, emotional and cognitive characteristics of OCD</li> <li>• Biological approach to explaining and treating OCD</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 2</b>  <b>Sum02 Topic 4.2.2 Biopsychology</b>  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Localisation of function in the brain and hemispheric lateralisation</li> <li>• Split brain research</li> <li>• Plasticity and functional recovery of the brain after trauma</li> <li>• Ways of studying the brain</li> <li>• Biological rhythms: circadian, infradian and ultradian</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>
<p><b>Home learning set will consist of a combination of:</b> Self-quizzing based on knowledge organisers, key concept/terms quizzing, exam questions based on a variety of skills (AO1/AO2/AO3) from 2-16 marks</p>		

## Y13 long-term sequence for A-Level Psychology

<p><b>Teacher 1</b>  <u>Aut01</u> Topic 4.3.1 Issues and debates  <b>STUDENTS MUST KNOW</b></p> <ul style="list-style-type: none"> <li>• Gender bias</li> <li>• Culture bias</li> <li>• Free will and determinism</li> <li>• The nature-nurture debate</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 1</b>  <u>Spr01</u> Topic 4.3.5 Schizophrenia  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Classification and diagnosis of schizophrenia</li> <li>• Reliability and validity in diagnosis and classification of schizophrenia</li> <li>• Biological explanations of schizophrenia</li> <li>• Drug therapy for schizophrenia</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Summer term</b></p> <p>Both teachers will focus on revision of content and skills leading up to exams.          This revision will be focused on a range of topics guided by:</p> <ul style="list-style-type: none"> <li>• Areas of misconception highlighted by QLAs following mock assessments</li> <li>• Post-assessment teacher intervention sheets</li> <li>• Data from end of topic assessments</li> <li>• Teacher knowledge of students areas of development</li> </ul>
<p><b>Teacher 1</b>  <u>Aut02</u> Topic 4.3.1 Issues and debates  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Holism and reductionism</li> <li>• Idiographic and nomothetic approaches</li> <li>• Ethical implications of research studies and theory</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 1</b>  <u>Spr02</u> Topic 4.3.5 Schizophrenia  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Psychological explanations of schizophrenia</li> <li>• Cognitive behaviour therapy and family therapy as used in treatment for schizophrenia. Token economy as used in the management of schizophrenia</li> <li>• The importance of the interactionist approach in explaining and treating schizophrenia</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	
<p><b>Teacher 2</b>  <u>Aut01</u> Topic 4.3.3_ Gender  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Sex and gender: sex-role stereotypes</li> <li>• The role of chromosomes and hormones in sex and gender</li> <li>• Cognitive explanations of gender development</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 2</b>  <u>Spr01</u> Topic 4.3.8 Aggression  <b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Neural and hormonal mechanisms in aggression</li> <li>• Genetic factors in aggression</li> <li>• The ethological explanation of aggression</li> <li>• Evolutionary explanations of human aggression</li> <li>• Social-psychological explanations of human aggression</li> </ul> <p><b>How will this be assessed?</b>          Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	

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<p><b>Teacher 2</b> <b>Aut02</b> Topic 4.3.3 Gender</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"><li>● Psychodynamic explanation of gender development</li><li>● Social learning theory as applied to gender development</li><li>● Atypical gender development: gender dysphoria</li></ul> <p><b>How will this be assessed?</b> Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	<p><b>Teacher 2</b> <b>Spr02</b> Topic 4.3.8 Aggression</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"><li>● Social learning theory as applied to aggression</li><li>● De-individuation</li><li>● Institutional aggression in the context of prisons</li><li>● Media influences on aggression, including the effects of computer games</li></ul> <p><b>How will this be assessed?</b> Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment.</p>	
<p><b>Home learning set will consist of a combination of:</b> Self-quizzing based on knowledge organisers, key concept/terms quizzing, exam questions based on a variety of skills (AO1/AO2/AO3) from 2-16 marks</p>		

Research methods long-term sequence for A-level Psychology

<p><u>Year 12 Aut 01</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Aims (stating aims, the difference between aims and hypotheses)</li> <li>• Hypotheses (directional, non-directional, null)</li> <li>• Variables (independent, dependent and operationalisation)</li> <li>• Types of experiment (laboratory, field, natural, quasi)</li> <li>• Pilot studies</li> </ul>	<p><u>Year 12 Spr 02</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Types of data (quantitative, qualitative, primary, secondary)</li> <li>• Descriptive statistics (measures of central tendency - mean, mode and median and measures of dispersion - range and standard deviation) and calculations</li> <li>• Calculation of percentages</li> <li>• Positive, negative and zero correlations</li> </ul>	<p><u>Year 13 Aut 01 and 02</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Inferential testing             <ul style="list-style-type: none"> <li>Probability and significance</li> <li>Use of statistical tables</li> <li>Critical values in interpretation of significance</li> <li>Type I and type II error</li> </ul> </li> <li>• Factors affecting the choice of statistical test including levels of measurement and experimental design</li> <li>• When to use:             <ul style="list-style-type: none"> <li>Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, Related t-test, Unrelated t-test, Chi-squared</li> </ul> </li> </ul>	<p><u>Year 13 Summer term</u></p> <p>Teacher will focus on revision of content and skills leading up to exams. This revision will be focused on a range of topics guided by:</p> <ul style="list-style-type: none"> <li>• Areas of misconception highlighted by QLAs following mock assessments</li> <li>• Post-assessment teacher intervention sheets</li> <li>• Data from end of topic assessments</li> <li>• Teacher knowledge of students areas of development</li> </ul>
<p><u>Year 12 Aut 02</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Experimental design (independent groups, repeated measures and matched pairs)</li> <li>• Control of variables (confounding and extraneous, demand characteristics and investigator effects)</li> <li>• Control in experiments (random allocation, counterbalancing, randomisation, standardisation)</li> <li>• Sampling techniques (random, opportunity, volunteer, stratified and systematic)</li> <li>• Ethical guidelines including the role of the BPS, how to deal with ethical issues</li> </ul>	<p><u>Year 12 Sum 01</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Presentation and display of qualitative data:             <ul style="list-style-type: none"> <li>○ Bar charts</li> <li>○ Histograms</li> <li>○ Scatter diagrams</li> </ul> </li> </ul> <p>Reasons why these would be drawn, how to draw them and how to interpret them</p> <ul style="list-style-type: none"> <li>• Distributions (normal and skewed; characteristics of each)</li> <li>• Introduction to statistical testing; the sign test (when to use it and how to do it)</li> </ul>	<p><u>Year 13 Spr 01</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Features of science (objectivity and the empirical method, replicability and falsifiability, theory construction and hypothesis testing, paradigm and paradigm shift)</li> <li>• Reporting psychological investigations (sections of a scientific report)</li> <li>• Levels of measurement: nominal, ordinal and interval</li> </ul>	
<p><u>Year 12 Spr 01</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Questionnaires (construction, design,</li> </ul>	<p><u>Y12 Sum 02</u> STUDENTS MUST KNOW:</p>	<p><u>Year 13 Spr 02</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> <li>• Content and thematic analysis</li> </ul>	

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<p>open and closed questions)</p> <ul style="list-style-type: none"><li>• Interviews (structured and unstructured)</li><li>• Observational techniques (types of observation, behavioural categories, time and event sampling, inter-observer reliability)</li><li>• Correlations (co-variables, describing relationships, co-efficients)</li></ul>	<ul style="list-style-type: none"><li>• The role of peer review in the scientific process</li><li>• Implications of Psychological research</li></ul>	<ul style="list-style-type: none"><li>• Case studies</li><li>• Reliability across all methods of investigation (ways of assessing reliability, test-retest, inter-observer reliability, improving reliability)</li><li>• Types of validity (face validity, concurrent validity, ecological validity, temporal validity. Assessment and improving validity)</li></ul>	
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