

IDSALL SCHOOL

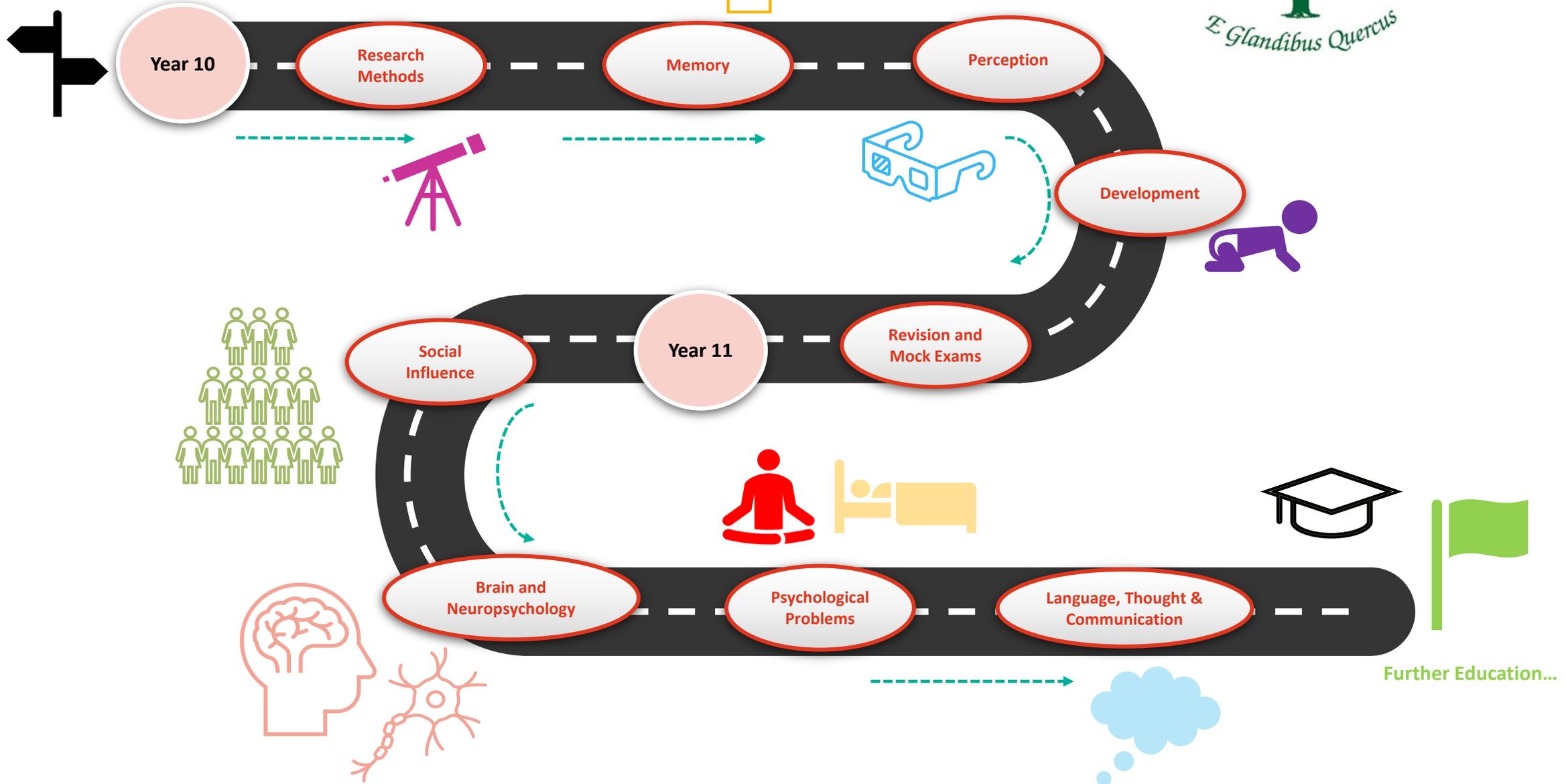


Our vision for psychology

Psychology is the scientific study of the mind and how it influences our behaviour, from communication and memory to thought and emotion. It is about understanding certain aspects of human behaviours such as triggers to aggression or depression and using this knowledge to address many of the problems and issues in society today such as increasing crime rates or mental health issues. People seek the help and support of psychologists for all sorts of problems and psychologists employ their knowledge and expertise to help in many areas of society.

The psychology curriculum will give students a strong foundation to pursue a career in the field. By the end of the course students will be able to demonstrate knowledge and understanding of psychological concepts, theories, research studies, methods and ethical issues within psychology. They will be able to apply their psychological knowledge and understanding in a range of contexts and be able to analyse, interpret and evaluate psychological concepts, theories, studies and methods. We follow the AQA specification, this specification has been selected for its clarity, popularity and accessibility, ensuring that students are helped as much as possible in their learning. This qualification introduces students to basic knowledge of all areas of psychology and it promotes the development of critical analysis, independent thinking and research skills. The AQA specification ensures that the topics have been updated so that they include the latest advances in the subject.

GCSE Psychology



Year 10

Research Methods

Memory

Perception

Development

Year 11

Social Influence

Revision and Mock Exams

Brain and Neuropsychology

Psychological Problems

Language, Thought & Communication

Further Education...

The Big Picture Intent:

Our GCSE psychology course is broad and balanced covering the fundamentals of psychology and encouraging students to develop the following skills: critical analysis, independent thinking and research skills. Students are also encouraged to acquire knowledge of psychological theories and scientific processes.

Our intentions for GCSE psychology at Idsall are to provide solid foundations of knowledge and skills for GCSE students to confidently progress beyond key stage 4 and into further education. For students not progressing onto KS5 psychology, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neuro-diversity. This is becoming increasingly important relevant for our current society and healthcare system. All students in KS4 and 5 will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area they choose to pursue. Students will be motivated and inspired to achieve the very highest aspirations both for attainment in psychology and for their future career aspirations.

Implementation:

5 lessons are delivered over a fortnightly period. Lessons begin with a do now task based on retrieval practice and are chunked and adapted to meet the needs of learners. Students are provided with checklists for each topic to aid in their organisation and revision of the course material.

Paper One topics focus on cognition and behaviour, covering:

- Research Methods
- Memory
- Development
- Perception

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Once taught, Research Methods is embedded into each topic throughout the course. Formal structures to answering GCSE questions will be embedded as will literacy and use of psychological vocabulary. Students will be expected to demonstrate mathematical skills such as calculating fractions, percentages and decimals and being able to present data in a graphical format.

The GCSE is 100% exam-based with students witting two externally assessed papers at the end of Y11. There are 4 sections in each paper worth 25 marks per section, each section consists of a similar format: multiple choice, short answer and extended writing questions. Each paper is equally weighted (50% each) and worth 100 marks. Students are given 1 hour 45 minutes to complete each paper.

Impact:

Students will feel challenged and excited by the psychology curriculum and have started to foster a lifelong interest in psychological issues. Students will obtain a better understanding of why people, think, behave and develop in the way they do. This will help students increase their self-confidence, make informed career decisions and develop better relationships. Topics covered in psychology will also allow students to manage their stress, improve their social skills and understand prejudice and discrimination. These skills are important in all areas of the academic, professional and personal lives of our students. Students will have increased understanding and confidence in GCSE psychology over the two-year course and will be able to apply their new knowledge and skills to a variety of new and challenging psychological topics. Students will know more and remember more. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

Key Summative Assessments:

A minimum of 6 formal assessments over the school year; consisting of at least one mid-topic or end of topic assessment per topic

1 X cumulative summer-term mock exam based on Y10 (paper one) topics.

Each assessment (including mock exams) followed by teacher feedback and student DIRT task(s).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

1. Research Methods
2. Memory

Spring Term

3. Perception
4. Development

Summer Term

5. Research Methods (revision & embedding)
6. Revision of Year One content and Year Two introduction

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Research Methods 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods through active involvement in the research process Apply psychological theories, concepts, evidence and research methods to a range of topic areas Develop an understanding of the interrelationships between the core areas of psychology Analyse and evaluate psychological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> Design research Conduct research Analyse and interpret data 	<ul style="list-style-type: none"> Formulation of testable hypotheses <ul style="list-style-type: none"> Null hypothesis, alternative hypothesis, independent variable, dependent variable, extraneous variables Sampling methods <ul style="list-style-type: none"> Target populations, samples and sampling methods and how to select samples using random, opportunity, systematic and stratified methods Strengths and weaknesses of each sampling method. Understanding principles of sampling as applied to scientific data. Designing research <ul style="list-style-type: none"> The types of experiments; lab, field, natural The types of experimental design, including strengths and weaknesses of each of these <ul style="list-style-type: none"> Interviews Questionnaires Case Studies Observations (including categories of behaviour and interobserver reliability) Correlations (including the use of scatter diagrams to show possible correlations) Strengths and weaknesses of each research method and types of research for which they are suitable. Research procedures <ul style="list-style-type: none"> Standardised procedures Randomisation Allocation to conditions Counterbalancing Explaining the effect of extraneous variables and how to control for them Planning and conducting research Reliability and Validity Ethical considerations <ul style="list-style-type: none"> Ethical issues as identified by the BPS Ways of dealing with each of these issues Data Handling <ul style="list-style-type: none"> Quantitative and Qualitative data Primary and secondary data Recognise and use expressions in decimal and standard form Use ratios, fractions and percentages Estimate results Calculate the mean, median, mode and range Use an appropriate number of significant figures Construct and interpret bar charts, frequency tables and diagrams, histograms, scatter diagrams Normal distribution characteristics 	<p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Memory 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Memory topic Apply psychological theories, concepts, evidence and research methods to the topic area of Memory Develop an understanding of how the studies in the topic Memory relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity 	<ul style="list-style-type: none"> <u>Processes of memory: encoding (input) storage and retrieval (output)</u> <ul style="list-style-type: none"> Different types of memory: episodic memory, semantic memory and procedural memory How memories are encoded and stored <u>Structures of memory</u> <ul style="list-style-type: none"> The multi-store model of memory: sensory, short term and long term. Features of each store: coding, capacity, duration. Primacy and recency effects in recall: the effects of serial position. Murdock’s serial position curve study <u>Memory as an active process</u> <ul style="list-style-type: none"> The Theory of Reconstructive Memory, including the concept of ‘effort after meaning’. Bartlett’s War of the Ghosts study Factors affecting the accuracy of memory, including interference, context and false memories 	<p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Perception 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Perception topic Apply psychological theories, concepts, evidence and research methods to the topic area of Perception Develop an understanding of how the studies in the topic Perception relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity 	<ul style="list-style-type: none"> <u>Sensation and perception</u> <ul style="list-style-type: none"> The difference between sensation and perception. <u>Visual cues and constancies</u> <ul style="list-style-type: none"> Monocular depth cues: height in plane, relative size, occlusion and linear perspective. Binocular depth cues: retinal disparity, convergence. <u>Visual illusions</u> <ul style="list-style-type: none"> Examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin’s vase, the Ames Room, the Kanizsa triangle and the Necker cube Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy <u>Gibson's direct theory of perception – the influence of nature</u> <ul style="list-style-type: none"> The real world presents sufficient information for direct perception without inference. Role of motion parallax in everyday perception. <u>Gregory's constructivist theory of perception – the influence of nurture</u> <ul style="list-style-type: none"> Perception uses inferences from visual cues and past experience to construct a model of reality. <u>Factors affecting perception</u> <ul style="list-style-type: none"> Perceptual set The effects of the following factors affecting perception: culture, motivation, emotion, expectation. The Gilchrist and Nesberg study of motivation The Bruner and Minturn study of perceptual set 	<p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Development 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Development topic Apply psychological theories, concepts, evidence and research methods to the topic area of Development Develop an understanding of how the studies in the topic Development relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity 	<ul style="list-style-type: none"> <u>Early brain development</u> <ul style="list-style-type: none"> A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. The roles of nature and nurture. <u>Piaget’s stage theory</u> <ul style="list-style-type: none"> Piaget’s Theory of Cognitive Development including concepts of assimilation and accommodation. The four stages of development according to Piaget: sensorimotor, pre-operational, concrete operational and formal operational. The role of Piaget’s theory in education - application of Piaget’s stages to education Reduction of egocentricity, development of conservation. McGarrigle and Donaldson’s ‘naughty teddy study’; Hughes’ ‘policeman doll study’. <u>The effects of learning on development</u> <ul style="list-style-type: none"> Dweck’s Mindset Theory of learning: fixed mindset and growth mindset. Including the role of praise and self-efficacy beliefs in learning. Learning styles including verbalisers and visualisers. Willingham’s Learning Theory and his criticism of learning styles. 	<p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Year 10 Curriculum Overview

Autumn Term	
Golden Threads: nature vs nurture, factors affecting behaviour (e.g. social, dispositional), realism vs control in studies, culture, brain areas, cognition, use of schemas, understanding difference and psychology in the real world	
<p><u>Unit: Research Methods</u></p> <ol style="list-style-type: none"> 1. What are hypotheses and variables? 2. What are extraneous variables? 3. What are the different types of experiment? 4. What are the different experimental designs? 5. What are the different sampling methods? 6. What are the ethical considerations and why are they important? 7. What are interviews and questionnaires and why are they used? 8. What are observations and why are they used? 9. What are the different types of data? 10. What are reliability and validity and why are they important? 11. What are the math skills we need to use in psychology? 	<p><u>Unit: Memory</u></p> <ol style="list-style-type: none"> 1. What are the processes of memory? 2. What is our key study into encoding? 3. What are the different types of long-term memory? 4. What is the multi-store model of memory? 5. What are the primacy and recency effects? 6. What did Bartlett find out about memory? 7. What is the reconstructive theory of memory? 8. How does interference affect the accuracy of memory? 9. How does context affect the accuracy of memory? 10. How do false memories affect the accuracy of memory?
Summer Term	
Golden Threads: nature vs nurture, factors affecting behaviour (e.g. social, dispositional), realism vs control in studies, culture, brain areas, cognition, use of schemas, understanding difference and psychology in the real world	
<p><u>Unit: Embedding research methods</u></p> <p>Re-visiting research methods core knowledge and embedding it into the paper one topics of: memory, perception and development</p>	<p><u>Unit: Mocks and revision</u></p> <p>Revision and exam question practice of paper one topics</p>
Spring Term	
Golden Threads: nature vs nurture, factors affecting behaviour (e.g. social, dispositional), realism vs control in studies, culture, brain areas, cognition, use of schemas, understanding difference and psychology in the real world	

The Big Picture Intent:

Our GCSE psychology course is broad and balanced covering the fundamentals of psychology and encouraging students to develop the following skills: critical analysis, independent thinking and research skills. Students are also encouraged to acquire knowledge of psychological theories and scientific processes.

Our intentions for GCSE psychology at Idsall are to provide solid foundations of knowledge and skills for GCSE students to confidently progress beyond key stage 4 and into further education. For students not progressing onto KS5 psychology, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neuro-diversity. This is becoming increasingly important relevant for our current society and healthcare system. All students in KS4 and 5 will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area they choose to pursue. Students will be motivated and inspired to achieve the very highest aspirations both for attainment in psychology and for their future career aspirations.

Implementation:

5 lessons are delivered over a fortnightly period. Lessons begin with a do now task based on retrieval practice and are chunked and adapted to meet the needs of learners. Students are provided with checklists for each topic to aid in their organisation and revision of the course material.

Paper Two topics focus on social context and behaviour, covering:

- Social Influence
- Brain and Neuropsychology
- Psychological Problems
- Language, Thought and Communication

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Research Methods is embedded into each topic throughout the course. Formal structures to answering GCSE questions will be embedded as will literacy and use of psychological vocabulary. Students will be expected to demonstrate mathematical skills such as calculating fractions, percentages and decimals and being able to present data in a graphical format.

The GCSE is 100% exam-based with students writing two externally assessed papers at the end of Y11. There are 4 sections in each paper worth 25 marks per section, each section consists of a similar format: multiple choice, short answer and extended writing questions. Each paper is equally weighted (50% each) and worth 100 marks. Students are given 1 hour 45 minutes to complete each paper.

Impact:

Students will feel challenged and excited by the psychology curriculum and have started to foster a lifelong interest in psychological issues. Students will obtain a better understanding of why people, think, behave and develop in the way they do. This will help students increase their self-confidence, make informed career decisions and develop better relationships. Topics covered in psychology will also allow students to manage their stress, improve their social skills and understand prejudice and discrimination. These skills are important in all areas of the academic, professional and personal lives of our students. Students will have increased understanding and confidence in GCSE psychology over the two-year course and will be able to apply their new knowledge and skills to a variety of new and challenging psychological topics. Students will know more and remember more. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

Key Summative Assessments:

A minimum of 6 formal assessments over the school year; consisting of one end of topic assessment per topic/

1 X cumulative summer-term mock exam based on Y10 (paper one) topics.

Each assessment (including mock exams) followed by teacher feedback and student DIRT task(s).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

1. Social Influence
2. Brain and Neuropsychology

Spring Term

3. Psychological problems
4. Language, Thought and Communication

Summer Term

5. Revision of Year One and Year Two Content, including research methods
6. Preparation for external examinations

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Social Influence 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Social Influence topic Apply psychological theories, concepts, evidence and research methods to the topic area of Social Influence Develop an understanding of how the studies in the topic Social Influence relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity 	<ul style="list-style-type: none"> Conformity <ul style="list-style-type: none"> Identification and explanation of how social factors (group size, anonymity and task difficulty) affect conformity to majority influence Identification and explanation of how dispositional factors (personality, expertise) affect conformity to majority influence Asch’s study of conformity Obedience <ul style="list-style-type: none"> Milgram’s Agency theory of social factors affecting obedience including agency, authority, culture and proximity Explanation of dispositional factors affecting obedience including Adorno’s theory of the Authoritarian Personality Prosocial behaviour <ul style="list-style-type: none"> Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) affect bystander intervention Bystander behaviour: identification and explanation of how dispositional factors (similarity to victim and expertise) affect bystander intervention Piliavin’s subway study Crowd and collective behaviour <ul style="list-style-type: none"> Prosocial and antisocial behaviour in crowds Identification and explanation of how social factors (social loafing, deindividuation and culture) affect collective behaviour Identification and explanation of how dispositional factors (personality and morality) affect collective behaviour 	<p>Underlying knowledge and understanding of SMSC issues such as conformity (peer pressure and crowd behaviour) developed through the PSHE curriculum.</p> <p>An awareness of Nazi Germany delivered through the History curriculum which will be built on and explored further as part of the Obedience topic</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Brain and Neuropsychology 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Brain and Neuropsychology topic Apply psychological theories, concepts, evidence and research methods to the topic area of Brain and Neuropsychology Develop an understanding of how the studies in the topic Brain and Neuropsychology relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity Evaluate therapies and treatments including in terms of their appropriateness and effectiveness 	<ul style="list-style-type: none"> <u>Structure and function of the nervous system</u> <ul style="list-style-type: none"> The divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions The autonomic nervous system and the fight or flight response The James-Lange theory of emotion <u>Neuron structure and function</u> <ul style="list-style-type: none"> Sensory, relay and motor neurons (structure and function) Synaptic transmission, including the release and reuptake of neurotransmitters, excitation and inhibition An understanding of how these processes (neurons and synapses) interact Hebb's theory of learning and neuronal growth <u>Structure and function of the brain</u> <ul style="list-style-type: none"> Brain structure: frontal, temporal, parietal and occipital lobes and the cerebellum Basic functions of the frontal, temporal, parietal and occipital lobes and the cerebellum Localisation of function in the brain: motor, somatosensory, visual, auditory and language areas Penfield's study of the interpretive cortex <u>An introduction to neuropsychology</u> <ul style="list-style-type: none"> Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition The use of scanning techniques to identify brain functioning: CT, PET and fMRI scans Tulving's 'gold' memory study A basic understanding of how neurological damage e.g. stroke or injury can affect motor abilities and behaviour 	<p>Awareness of cognitive neuroscience explored within the previous Y10 topic of Development</p> <p>Structure and function of the brain delivered and embedded in the previous Y10 topic of Development</p> <p>Processes such as synaptic transmission and the nervous system are delivered within the science curriculum</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Psychological Problems 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Psychological Problems topic Apply psychological theories, concepts, evidence and research methods to the topic area of Psychological Problems Develop an understanding of how the studies in the topic Psychological Problems relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity Evaluate therapies and treatments including in terms of their appropriateness and effectiveness 	<ul style="list-style-type: none"> <u>An introduction to mental health</u> <ul style="list-style-type: none"> Characteristics of mental health, e.g. positive engagement with society, effective coping with challenges How the incidence of significant mental health problems changes over time Cultural variations in beliefs about mental health problems Increased challenges of modern living, e.g. isolation Increased recognition of the nature of mental health problems and lessening of social stigma <u>Effects of significant mental health problems on individuals and society</u> <ul style="list-style-type: none"> Individual effects, e.g. damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing Social effects, e.g. need for more social care, increased crime rates, implications for the economy <u>Characteristics of Clinical Depression</u> <ul style="list-style-type: none"> Differences between unipolar depression, bipolar depression and sadness The use of International Classification of Diseases in diagnosing unipolar depression: number and severity of symptoms including low mood, reduced energy levels, changes in sleep patterns and appetite levels, decrease in self-confidence <u>Theories of Depression</u> <ul style="list-style-type: none"> Biological explanation (influence of nature): imbalance of neurotransmitters, e.g. serotonin in the brain Psychological explanation (influence of nurture): negative schemas and attributions <u>Interventions or therapies for depression</u> <ul style="list-style-type: none"> Use of antidepressant medications Cognitive behaviour therapy (CBT) How these improve mental health, reductionist and holistic perspectives. Wiles' study of the effectiveness of CBT <u>Characteristics of Addiction</u> <ul style="list-style-type: none"> The difference between addiction/dependence and substance misuse/abuse. The use of International Classification of Diseases in diagnosing addiction (dependence syndrome), including a strong desire to use substance(s) despite harmful consequences, difficulty in controlling use, a higher priority given to the substance(s) than to other activities or obligations <u>Theories of Addiction</u> <ul style="list-style-type: none"> Biological explanation (influence of nature): hereditary factors/genetic vulnerability Kaij's twin study of alcohol abuse. Psychological explanation (influence of nurture): Peer influence <u>Interventions or therapies for addiction</u> <ul style="list-style-type: none"> Aversion therapy. Self-management programmes, e.g. self-help groups, 12 step recovery programmes. How these improve mental health, reductionist and holistic perspectives. 	<p>Critical understanding of biological explanations developed and embedded in the previous Y11 topic of Brain and Neuropsychology</p> <p>Critical understanding of psychological explanations i.e. peer influence embedded in the previous Y11 topic of Social Influence</p> <p>Underlying knowledge and understanding of SMSC issues such as mental health characteristics and changes in mental health over time developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Content/Units	Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small>	Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small>	Prior Learning	Future learning (KS5)
<ul style="list-style-type: none"> Language, Thought and Communication 	<ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Language, Thought and Communication topic Apply psychological theories, concepts, evidence and research methods to the topic area of Language, Thought and Communication Develop an understanding of how the studies in the topic Language, Thought and Communication relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity 	<ul style="list-style-type: none"> <u>The possible relationship between language and thought</u> <ul style="list-style-type: none"> Piaget’s theory: language depends on thought The Sapir-Whorf hypothesis: thinking depends on language <u>The effect of language and thought on our view of the world</u> <ul style="list-style-type: none"> Variation in recall of events and recognition of colours, e.g. in Native American cultures <u>Differences between human and animal communication</u> <ul style="list-style-type: none"> Limited functions of animal communication (survival, reproduction, territory, food) Von Frisch’s bee study Properties of human communication not present in animal communication, e.g. plan ahead and discuss future events <u>Non-verbal communication</u> <ul style="list-style-type: none"> Definitions of non-verbal communication and verbal communication Functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion Body language including open and closed posture, postural echo and touch Personal space including cultural, status and gender differences <u>Explanations of non-verbal behaviour</u> <ul style="list-style-type: none"> Darwin’s evolutionary theory of non-verbal communication as evolved and adaptive Evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived Evidence that non-verbal behaviour is learned. Yuki’s study of emoticons 	<p>Underlying knowledge and understanding of SMSC issues, linked to non-verbal communication developed through the PSHE curriculum.</p> <p>Awareness of scientific knowledge linked to differences between human and animal communication and Darwin’s evolutionary theory embedded in science.</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in Maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p>	<ul style="list-style-type: none"> Develop and deepen knowledge and understanding of different topics in psychology such as Attachments and Approaches. Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Continue the scientific study of psychological topics and further explore various elements of psychology such as Forensic, Developmental or Health psychology. Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Year 11 Curriculum Overview

Autumn Term

Golden Threads: nature vs nurture, factors affecting behaviour (e.g. social, dispositional), realism vs control in studies, culture, brain areas, cognition, use of schemas, understanding difference and psychology in the real world

Unit: Social influence

1. What is conformity and how did Asch research it?
2. What are the social and dispositional factors that affect conformity?
3. What is obedience?
4. What are the social factors that affect obedience?
5. What is the dispositional factor that affects obedience?
6. What is prosocial behaviour and how did Piliavin study it?
7. What are the social and dispositional factors that affect prosocial behaviour?
8. What is collective behaviour?
9. What are the social and dispositional factors that affect collective behaviour?

Unit: Brain and Neuropsychology

1. What are the divisions of the nervous system and what do they do?
2. What is the fight or flight response?
3. What is the James-Lange theory of emotion?
4. What is the structure and function of a neuron?
5. Is our brain plastic?
6. What are the different parts of our brain and what do they do?
7. What is Penfield's study of the interpretive cortex?
8. What is neuropsychology and why is it studied?
9. How can we study the brain?
10. What is Tulving's 'gold' memory study?

Spring Term

Golden Threads: nature vs nurture, factors affecting behaviour (e.g. social, dispositional), realism vs control in studies, culture, brain areas, cognition, use of schemas, understanding difference and psychology in the real world

Unit: Psychological Problems

1. What is the difference between mental health & mental illness?
2. What are the effects of mental health problems?
3. What is depression and how is it diagnosed?
4. What is the biological explanation of depression?
5. What is the psychological explanation of depression?
6. How do antidepressants work?
7. How does CBT work?
8. What is Wiles' study of the effectiveness of CBT?
9. What is addiction and how is it diagnosed?
10. What is the biological explanation of addiction?
11. What is the psychological explanation of addiction?
12. How does aversion therapy work?
13. How do self-management programmes work?

Unit: Language, thought, communication

1. What is Piaget's theory of language?
2. What is the Sapir-Whorf hypothesis?
3. How does our view of the world affect language?
4. What did Von Frisch find about animal communication?
5. What is the difference between animal and human communication?
6. What is eye contact and why is it important?
7. What is body language and why is it important?
8. What is personal space and why is it important?
9. What is Darwin's evolutionary theory of non-verbal behaviour?
10. Is non-verbal behaviour innate or learned?
11. What evidence is there for non-verbal behaviour being learned?

Summer Term

Golden Threads: nature vs nurture, factors affecting behaviour (e.g. social, dispositional), realism vs control in studies, culture, brain areas, cognition, use of schemas, understanding difference and psychology in the real world

Unit: Revision/ External Examinations

Unit: External Examinations

IDSALL SCHOOL

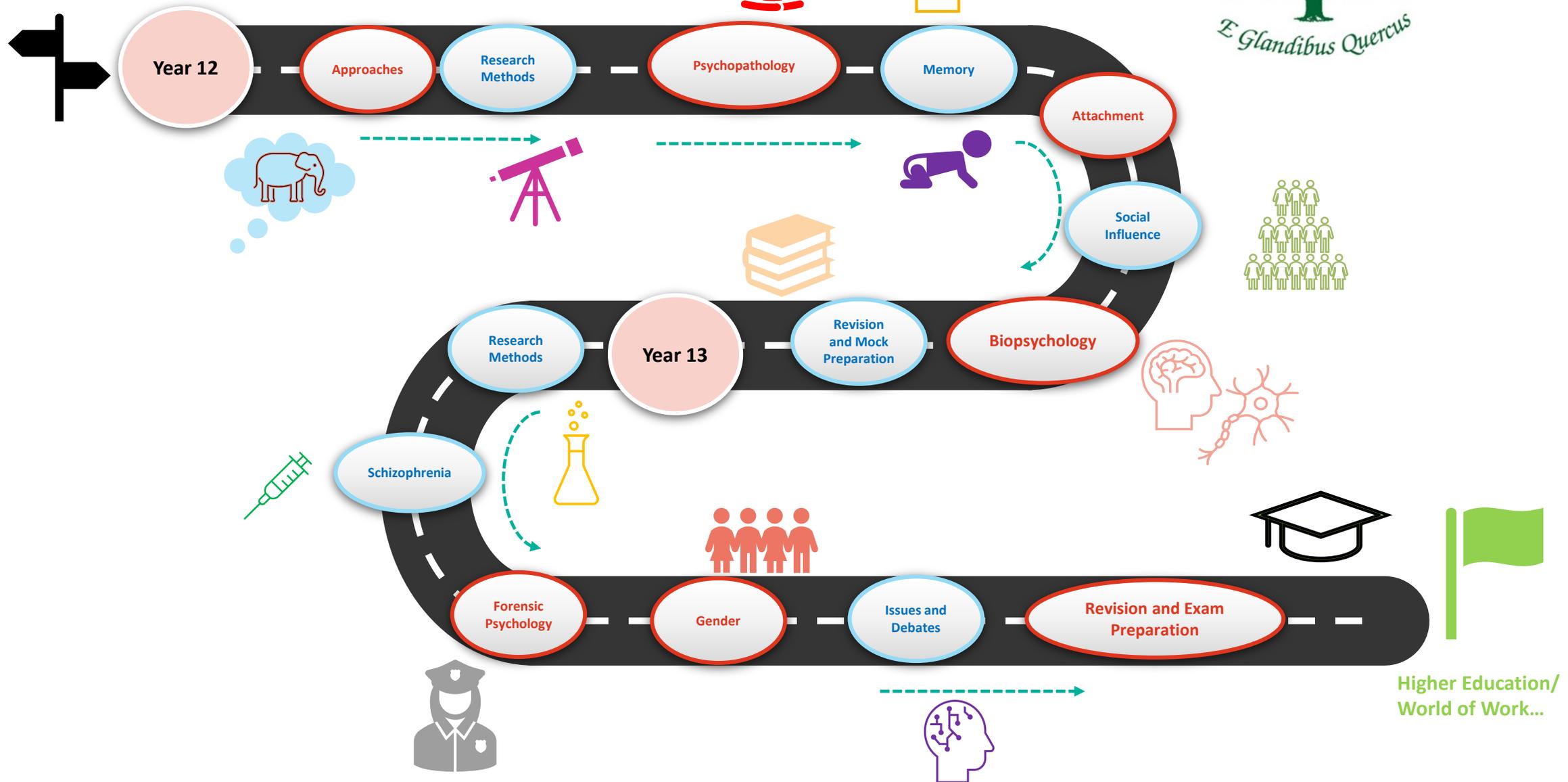


Our vision for psychology

Psychology is the scientific study of the mind and how it influences our behaviour, from communication and memory to thought and emotion. It is about understanding certain aspects of human behaviours such as triggers to aggression or depression and using this knowledge to address many of the problems and issues in society today such as increasing crime rates or mental health issues. People seek the help and support of psychologists for all sorts of problems and psychologists employ their knowledge and expertise to help in many areas of society.

The psychology curriculum will give students a strong foundation to pursue a career in the field. By the end of the course students will be able to demonstrate knowledge and understanding of psychological concepts, theories, research studies, methods and ethical issues within psychology. They will be able to apply their psychological knowledge and understanding in a range of contexts and be able to analyse, interpret and evaluate psychological concepts, theories, studies and methods. We follow the AQA specification, this specification has been selected for its clarity, popularity and accessibility, ensuring that students are helped as much as possible in their learning. This qualification introduces students to basic knowledge of all areas of psychology and it promotes the development of critical analysis, independent thinking and research skills. The AQA specification ensures that the topics have been updated so that they include the latest advances in the subject.

A Level Psychology



Year 12

Approaches

Research Methods

Psychopathology

Memory

Attachment

Social Influence

Year 13

Research Methods

Revision and Mock Preparation

Biopsychology

Schizophrenia

Forensic Psychology

Gender

Issues and Debates

Revision and Exam Preparation

Higher Education/
World of Work...

The Big Picture Intent:

Our AQA A level psychology course varies from our GCSE curriculum but still allows students to excel based on their prior learning. The A level curriculum is designed and delivered in such a way that no prior qualifications in psychology are necessary excel in the subject. The A level curriculum is as broad and balanced as the GCSE curriculum, covering the fundamentals of psychology and encouraging students to develop the following skills amongst a broader range of topic areas: critical analysis, independent thinking and research skills. Students are also encouraged to acquire knowledge of psychological theories and scientific processes.

Our intentions for A level psychology at Idsall are to build on and provide solid foundations of knowledge and skills for our students to confidently progress beyond key stage 5 , for example into higher education. For students not progressing onto higher education, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neuro-diversity. This is becoming increasingly important relevant for our current society and healthcare system. All students in KS5 will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area they choose to pursue. Students will be motivated and inspired to achieve the very highest aspirations both for attainment in psychology and for their future career aspirations.

Implementation:

10 lessons are delivered over a fortnightly period. Due to the depth and breadth of the course, students will be co-taught topics. Lessons begin with a do now task based on retrieval practice and are chunked and adapted to meet the needs of learners. Students are provided with checklists for each topic to aid in their organisation and revision of the course material.

Paper One topics focus on introductory topics in psychology, covering:

- Memory
- Social Influence
- Psychopathology
- Attachments

Paper Two topics focus on psychology in context, covering:

- Research Methods
- Approaches
- Biopsychology (Y13)

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Once taught, Research Methods is embedded into each topic throughout the course. Formal structures to answering A level questions will be embedded as will literacy and use of psychological vocabulary. Students will be expected to demonstrate mathematical skills such as calculating fractions, percentages and decimals and being able to present data in a graphical format.

The A level is 100% exam-based with students sitting three externally assessed papers at the end of Y13. Students are given 2 hours to complete each paper. Each section of the paper consists of a similar format: multiple choice, short answer and extended writing questions. Papers 1 & 3 follow the same format – 24 marks per section, 4 sections. Paper 2 has 3 sections as research methods is worth twice the number of marks as a usual section (48 marks). Each paper is equally weighted (33% each) and worth 96 marks. .

Impact:

Students will feel challenged and excited by the psychology curriculum and have started to foster a lifelong interest in psychological issues. Students will obtain a comprehensive understanding of why people, think, behave and develop in the way they do. This will help students increase their self-confidence, make informed career decisions and develop better relationships. Topics covered in psychology will also allow students to manage their stress, improve their social skills and understand prejudice and discrimination. These skills are important in all areas of the academic, professional and personal lives of our students. Students will feel challenged and will have increased understanding and confidence in A level psychology over the two-year course and will be able to apply their new knowledge and skills to a variety of new and challenging psychological topics. Students will know more and remember more. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

Key Summative Assessments:

A minimum of 6 formal assessments over the school year; consisting of at least one mid-topic or end of topic assessment per topic

1 X cumulative summer-term mock exam based on Y12 (paper one and two) topics.

Each assessment (including mock exams) followed by teacher feedback and student DIRT task(s).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

Approaches, Research Methods
Memory

Spring Term

Psychopathology, Attachments, Social
Influence

Summer Term

Y1 Revision, Mock Exam Preparation
Biopsychology

Year 12 Curriculum Overview

Autumn Term		
Golden Threads: psychology as a science (reliability & validity), ethics, realism vs control in studies, nature vs nurture, approaches, psychology in the real world, brain areas, culture and explaining difference		
Unit: Research Methods <ol style="list-style-type: none"> 1. What are hypotheses and variables? 2. What are extraneous variables? 3. What are the different research methods in psychology? 4. How are experiments designed? 5. How are observations designed? 6. How are self-reports designed? 7. What are the different sampling methods? 8. What are the different types of data? 9. What are the different ways of analysing data? 10. What are ethical considerations and why are they important? 	Unit: Approaches <ol style="list-style-type: none"> 1. Who is Wundt and what did he do for psychology? 2. How did Wundt influence behaviourism and what influence has behaviourism had on psychology? 3. How does social learning theory differ to behaviourism? 4. Is everything psychological at first, biological? 5. How does the cognitive approach suggest we should study internal mental processes such as memory and thinking? 6. What is the role of the unconscious mind in human behaviour? 7. Do we really have a choice in our behaviour? 8. How are the approaches similar to and different from one another? 	Unit: Memory <ol style="list-style-type: none"> 1. What is the multi-store model and what are the features of the sensory register? 2. What are the features of the short-term memory according to the MSM? 3. What are the features of the long-term memory according to the MSM? 4. How useful is the multi-store model of memory? 5. What are the different types of LTM? 6. What is the working memory model? 7. What does the interference theory tell us about why we forget? 8. How does retrieval failure cause forgetting? 9. How is eyewitness testimony affected by misleading information? 10. How is EWT affected by anxiety? 11. What is the cognitive interview and is it effective?

Spring Term

Golden Threads: psychology as a science (reliability & validity), ethics, realism vs control in studies, nature vs nurture, approaches, psychology in the real world, brain areas, culture and explaining difference

Unit: Psychopathology

1. What is abnormality and how should it be defined?
2. What are the characteristics of phobias, depression and OCD?
3. Are phobias learnt?
4. Can we unlearn a phobia?
5. What is the cognitive explanation of depression?
6. What is the cognitive treatment for depression?
7. What is the biological explanation of OCD?
8. What is the biological treatment for OCD?

Unit: Attachments

1. Is attachment a two-way process?
2. What is the role of the father?
3. How are multiple attachments formed?
4. What do animal studies tell us about human attachments?
5. What are the theories of human attachment?
6. What are the different attachment types and are they the same worldwide?
7. What happens if an infant is maternally deprived?
8. What are the effects of being an orphan?
9. Can our attachments as infants influence our whole life?

Summer Term

Golden Threads: psychology as a science (reliability & validity), ethics, realism vs control in studies, nature vs nurture, approaches, psychology in the real world, brain areas, culture and explaining difference

Unit: Social Influence

1. What are the different types of conformity and how can we explain them?
2. How did Asch research conformity?
3. What is the Stanford Prison Experiment?
4. How did Milgram research obedience?
5. What are the situational factors that affect obedience?
6. How can we explain obedience through society?
7. How can we explain obedience through the individual?
8. Why do some people resist social influence more than others?
9. How can a minority make a difference?
10. How does social change occur?

Unit: Biopsychology

1. What is the Nervous System?
2. What are neurons?
3. How do neurons communicate?
4. What is the Endocrine System?
5. How is our nervous system linked to our endocrine system?
6. What do the different parts of our brain do?
7. Are the two sides of our brain responsible for different functions?
8. Is the brain plastic?
9. How can we scientifically study the brain?
10. What is a circadian rhythm?
11. What is an ultradian rhythm?
12. What is an infradian rhythm?
13. Do we really have an internal body clock?

The Big Picture Intent:

Year 13 psychology is designed to maximise progression in preparation for year 13 examination and the study of psychology at degree level. The A-Level psychology curriculum continues to be broad and balanced in year 13 and seeks to continue to foster a lifelong interest in psychological concepts and issues in students, beyond the classroom and into adulthood. Many new topics in year 13 present opportunities to broaden students psychological knowledge and understanding, as well as recap on year 12 content, and linking this to brand new content. All topics give students the chance to extended themselves on the journey to achieving their potential. The year 13 curriculum outlines a continued logical learning journey for our students in the second year of A level, where core concepts and theories continue to be embedded and student confidence built in their use in each subsequent unit of work. This approach enables students to build their knowledge, understanding and attainment as the course comes to an end. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

10 lessons are delivered over a fortnightly period. Due to the depth and breadth of the course, students will be co-taught topics. Lessons begin with a do now task based on retrieval practice and are chunked and adapted to meet the needs of learners. Students are provided with checklists for each topic to aid in their organisation and revision of the course material.

Paper Two topics focus on psychology in context, covering:

- Approaches (Y12)
- Biopsychology
- Research Methods

Paper Three topics focus on issues and options in psychology, covering:

- Issues and Debates
- Forensic Psychology
- Schizophrenia
- Gender

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Once taught, Research Methods is embedded into each topic throughout the course. Issues and Debates is a synoptic topic and so is embedded throughout but delivered fully once all areas of the course have been delivered. Formal structures to answering A level questions will be embedded as will literacy and use of psychological vocabulary. Students will be expected to demonstrate mathematical skills such as calculating fractions, percentages and decimals and being able to present data in a graphical format.

The A level is 100% exam-based with students sitting three externally assessed papers at the end of Y13. Students are given 2 hours to complete each paper. Each section of the paper consists of a similar format: multiple choice, short answer and extended writing questions. Papers 1 & 3 follow the same format – 24 marks per section, 4 sections. Paper 2 has 3 sections as research methods is worth twice the number of marks as a usual section (48 marks). Each paper is equally weighted (33% each) and worth 96 marks. .

Impact:

Students will continue to feel challenged and excited by the psychology curriculum, they will have a solid understanding of why people think, feel, behave and develop in the way they do. Students will have increased understanding and confidence in A level psychology and be able to master skills enabling them to tackle challenging psychological concepts and questions. Students will know more and remember more. They will be more familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. The study of psychology at A level could facilitate our students transitioning onto several possible related university and/or apprenticeship courses, as well as into the world of work. Successful psychology students may go on to study the subject at a higher degree level or pursue related degrees in areas such as mental health nursing, medicine, neuroscience, sociology, criminology or law. They may also go onto establish careers in research, mathematics, or teaching.

Key Summative Assessments:

A minimum of 6 formal assessments over the school year; consisting of at least one mid-topic or end of topic assessment per topic

1 X cumulative summer-term mock exam based on Y12 (paper one and two) topics.

Each assessment (including mock exams) followed by teacher feedback and student DIRT task(s).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

Y2 Research Methods, Schizophrenia

Spring Term

Forensic Psychology, Gender Issues and Debates

Summer Term

Revision, Exam Preparation

Year 13 Curriculum Overview

Autumn Term

Golden Threads: psychology as a science (reliability & validity), ethics, realism vs control in studies, nature vs nurture, approaches, psychology in the real world, brain areas, culture and explaining difference

Unit: Y2 Research Methods

1. What are the features of psychology that make it scientific?
2. Why are reliability and validity so important in psychology?
3. What is the role of psychology in the economy?
4. How are content & thematic analysis carried out?
5. How can data be distributed?
6. How are statistics used in psychology?
7. How is the sign test calculated?
8. How do researchers select an appropriate statistical test?
9. What is the structure of a psychological report?

Unit: Schizophrenia

1. What are the symptoms of Schizophrenia?
2. Is Schizophrenia classified & diagnosed accurately?
3. What are the biological explanations for Schizophrenia?
4. What are the psychological explanations for Schizophrenia?
5. What are the biological treatments for Schizophrenia?
6. What are the psychological treatments for Schizophrenia?
7. What is the diathesis-stress explanation for Schizophrenia?

Spring Term

Golden Threads: psychology as a science (reliability & validity), ethics, realism vs control in studies, nature vs nurture, approaches, psychology in the real world, brain areas, culture and explaining difference

Unit: Forensic

1. What is offender profiling and how useful is it?
2. What are the biological explanations (atavistic, genetic and neurological) of offending behaviour?
3. What are the psychological explanations (personality, psychodynamic and differential association theory) of offending behaviour?
4. What are the cognitive explanations of offending behaviour?
5. What are the aims and psychological effects of custodial sentencing?
6. What is behaviour modification and how does it work?
7. What is Anger Management and how does it work?
8. What is Restorative Justice and how does it work?

Unit: Gender

1. How is gender measured?
2. Is gender development biological?
3. What are Klinefelter's and Turner's syndrome?
4. What is Kohlberg's explanation of gender development?
5. What is the Gender Schema Theory?
6. What is the psychodynamic explanation of gender development?
7. What is the Social Learning Theory explanation of gender development?
8. What is Gender Dysphoria and what causes it?

Summer Term

Golden Threads: psychology as a science (reliability & validity), ethics, realism vs control in studies, nature vs nurture, approaches, psychology in the real world, brain areas, culture and explaining difference

Unit: Issues and Debates

1. Is psychology gender biased?
2. Is psychology culturally biased?
3. What is the nature-nurture debate in psychology?
4. What is the free will-determinism debate in psychology?
5. What is the holism-reductionism debate in psychology?

Unit: Revision and External Examinations

- | | |
|---|--|
| <ol style="list-style-type: none">6. What is the idiographic-nomothetic debate in psychology?7. What are the ethical implications of psychological research? Is psychological research socially sensitive? | |
|---|--|