

Curriculum Subject Map : Psychology KS5 A Level AQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Research methods Intro approaches</p>	<p>Approaches CTD (incl. year 12 Bio) Attachments</p>	<p>Attachment continued Social Influence</p>	<p>Social Influence CTD Psychopathology</p>	<p>Psychopathology CTD Memory</p>	<p>Inferential statistics SD Designing research</p>
YEAR 12	<p>Scientific processes</p> <ul style="list-style-type: none"> Aims, hypothesis, sampling, pilot studies Designs: experimental/observational / questionnaires / interviews Variables, controls and demand characteristics Ethics in research –issues and design/how to deal with issues in research re. the BPS guidelines Peer review Implications of research for the economy Types of Reliability Types of Validity Features of science Reporting of scientific investigations: writing up the sections of reports 	<p>Approaches Behaviourist Approach (inc contricutions of Pavlov/BF Skinner) SLT (inc work of Bandura) Cognitive Approach Psychodynamic Humanistic approach</p> <p>Biological Approach incl Yr 12 Biopsychology: Nervous system/Endocrine system/Structure & function of Neurons/Synaptic transmission/fight or flight</p>	<p>Continue Attachments Learning theory and Bowlby’s monotropic theory. Ainsworth’s ‘Strange Situation’. Cultural variations in attachment Bowlby’s theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood and adult relationships</p>	<p>Continue Social Influence: Conformity to social roles as investigated by Zimbardo. Explanations for obedience as investigated by Milgram Dispositional explanation for obedience: the Authoritarian Personality. Explanations of resistance to social influence such as role of locus of control and social support Minority influence including reference to consistency, commitment and flexibility. The role of social influence processes in social change</p>	<p>Continue Psychopathology The cognitive approach to explaining and treating depression The biological approach to explaining and treating OCD.</p>	<p>Inferential testing The sign test. When to use the sign test; calculation of the sign test. Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical testusing the 3 x Ds rule 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.</p>
	<p>Data analysis & handling</p> <ul style="list-style-type: none"> Qualitative /quantitative data Primary/secondary data inc meta-analysis Descriptive stats Presentation of quantitative data eg graphs etc Distributions Correlational analysis inc co-efficients Levels of measurement Content analysis & coding. Thematic analysis <p>Approaches: Intro</p> <ul style="list-style-type: none"> Origins of Psychology (Wundt) Behaviourist Approach (inc contricutions of Pavlov/BF Skinner) 	<p>Intro: Attachments Caregiver-infant interactions Role of father and multi-attachments Stages of attachments Animal studies of attachment</p>	<p>Intro: Social influence Types of conformity such as compliance, identification and internalisation Explanations for conformity such as normative social influence and informational social influence Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch</p>	<p>Psychopathology The behavioural, emotional and cognitive characteristics of phobias, depression and OCD The behavioural approach to explaining and treating phobias</p>	<p>Memory The multi-store model of memory(MSM) Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model (WMM) Explanations for forgetting Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p>	
		<p>• <i>Application and understanding of Research Methods is tested via in-context questions set throughout Year 12 and Year 13 in ALL topics</i></p>	<p>• <i>Application and understanding of Research Methods is tested via in- context questions set throughout Year 12 and Year 13 in ALL topics</i></p>	<p>• <i>Application and understanding of Research Methods is tested via in- context questions set throughout Year 12 and Year 13 in ALL topics</i></p>	<p>• <i>Application and understanding of Research Methods is tested via in- context questions set throughout Year 12 and Year 13 in ALL topics</i></p>	

Autumn Term 1	• Autumn term 2	Spring term 2021 1	Spring Term 2	Summer Term 1	External exams
<p>AT: Schizophrenia (&RM)</p> <p>Diagnosis & Classification: Reliability & Validity</p> <p>Biological explanations for schizophrenia including Genes and the Dopamine hypothesis</p> <p>Neural correlates</p> <p>Psychological explanations including Family dysfunction and Cognitive explanations</p> <p>Biological therapies</p>	<p>AT Schizophrenia: continued</p> <p>The Interactionist approach to Schizophrenia:</p> <p>Diathesis-stress/ Treatments (combination)</p> <p>AT Start : Bio Psychology</p> <p>The divisions of the nervous system</p> <p>The structure and function of sensory, relay and motor neurons & synaptic transmission</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response</p>	<p>AT Biopsychology: Continued</p> <p>Localisation of function in the brain and hemispheric lateralisation</p> <p>Ways of studying the brain</p> <p>Biological rhythms</p>	<p>AT & SD shared: ISSUES & DEBATES (& RM)</p> <p>AT ISSUES & DEBATES</p> <p>The nature-nurture debate</p> <p>Idiographic and nomothetic approaches</p> <p>Ethical implications of research studies and social sensitivity</p>	<p>Revision</p> <p>Boost: Research Methods & applied papers</p> <p>Guided revision based on: Student priorities Past papers Extensive range of revision tasks and questions</p> <p>Targetted content revision/AQA questions- negotiated with students based on need</p>	
<p>SD: AGGRESSION (&RM)</p> <p>Neural and hormonal mechanisms in aggression</p> <p>Genetic factors in aggression including the MAOA gene</p> <p>The ethological explanation of aggression</p> <p>Evolutionary explanations of human aggression.</p> <p>Social psychological explanations : effects of social learning, de-individuation and frustration</p>	<p>SD AGGRESSION continued:</p> <p>Institutional aggression in the context of prisons</p> <p>Media influences on aggression, including the effects of computer games.</p> <p>SD Start : RELATIONSHIPS</p> <p>The evolutionary explanations for partner preferences</p> <p>Factors affecting attraction in romantic relationships including physical attraction, self-disclosure and filter model</p>	<p>SD RELATIONSHIPS: Continued</p> <p>Factors affecting attraction in romantic relationships including physical attraction, self-disclosure and filter model</p> <p>Theories of romantic relationships including Social Exchange Theory, Equity and Investment Theories</p> <p>Duck's phase model of relationship breakdown</p> <p>Virtual relationships in social media</p> <p>Parasocial relationships</p>	<p>SD ISSUES & DEBATES (&RM)</p> <p>Gender in Psychology</p> <p>Culture in Psychology</p> <p>Free will and determinism</p> <p>Holism and reductionism</p> <p><i>All issues above are applied to studies psychological research and psychological approaches</i></p>		
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