



Learning Aims and Curriculum Intent:

A Level Psychology encourages students to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified topics in A Level Psychology.
- apply psychological knowledge and understanding of the specified A Level Psychology content in a range of contexts.
- analyse, interpret, and evaluate psychological concepts, theories, research studies and research methods in relation to the specified topics in A Level Psychology.
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- develop knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 2. These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research; conducting research; analysing and interpreting data.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Paper 2: Research Methods Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <ul style="list-style-type: none"> • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Content analysis. • Case studies. <p>Paper 2: Approaches in Psychology</p> <ul style="list-style-type: none"> • Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. • Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. • Comparison of approaches. <p>Paper 1: Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of each topic.</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> • in a theoretical context. • in a practical context. • when handling qualitative data. • when handling quantitative data. <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> • make judgements and reach conclusions. • develop and refine practical design and procedures. 	<p>The Psychology department will use some or all of the following modes of assessment throughout the course:</p> <ul style="list-style-type: none"> • Retrieval quizzes. • Online topic progress multiple choice quizzes. • Exam questions from AQA exam board. • Extended-response questions. • End of topic tests composed of past exam questions (24 marks).

Term	Content, Key Questions and Knowledge	Skills	Assessment
Lent	<p>Paper 1: Memory</p> <ul style="list-style-type: none"> The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model. Features of the model: coding and capacity. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. 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>Paper 1: Attachment</p> <ul style="list-style-type: none"> Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood and adult relationships, including the role of an internal working model 	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of each topic.</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> in a theoretical context. in a practical context. when handling qualitative data. when handling quantitative data. <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> make judgements and reach conclusions. develop and refine practical design and procedures 	<p>The Psychology department will use some or all of the following modes of assessment throughout the course:</p> <ul style="list-style-type: none"> Retrieval quizzes. Online topic progress multiple choice quizzes. Exam questions from AQA exam board. Extended-response questions. End of topic tests composed of past exam questions (24 marks).
Trinity	<p>Paper 1: Social influence</p> <ul style="list-style-type: none"> Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. Explanations of resistance to social influence, including social support and locus of control. Minority influence including reference to consistency, commitment and flexibility. The role of social influence processes in social change. <p>Paper 2: Biopsychology</p> <ul style="list-style-type: none"> The divisions of the nervous system: central and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline. Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. 	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of each topic.</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> in a theoretical context. in a practical context. when handling qualitative data. when handling quantitative data. <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> make judgements and reach conclusions. develop and refine practical design and procedures 	<p>The Psychology department will use some or all the following modes of assessment throughout the course:</p> <ul style="list-style-type: none"> Retrieval quizzes. Online topic progress multiple choice quizzes. Exam questions from AQA exam board. Extended-response questions. End of topic tests composed of past exam questions (24 marks) End of Year examination comprising of all Paper 1 topics and research methods.

What consolidation looks like in this subject	Cornell notes, flashcards, quizlets, mind maps, concept maps, essay plans, past paper exam question practice.	
Examples of Homework	Preparatory notetaking, past paper examination questions, multiple-choice quizzes, completion of various worksheets.	
Key terminology	<p>External validity, population validity, temporal validity, ecological validity, internal validity, representativeness, generalisability, reliability, replication, extraneous variables, confounding variables, demand characteristics, mundane realism, independent variable, dependent variable, control, randomisation, standardisation, standardised procedures, hypotheses, co-variables, experimental design, type of experiment, coding, capacity, duration, retrieval, serial recall, semantic, acoustic, visual, sensory register, multi-store model, working memory, phonological loop, visuospatial sketchpad, central executive, episodic, procedural, retroactive interference, proactive interference, cues, consonant syllables, encoding specificity principle, context dependent forgetting, state dependent forgetting, retrieval failure, eyewitness testimony, misleading information, leading information, post-event discussion, anxiety, cognitive interview, standard interview, reciprocity, interactional synchrony, stages of attachment, multiple attachment, learning theory, monotropic, critical period, internal working model, strange situation, secure attachment, insecure-avoidant attachment, insecure-resistant attachment, cultural variations, maternal deprivation, Romanian orphans, institutionalisation, introspection, structuralism, psychodynamic approach, the unconscious, id, ego, superego, defence mechanisms, psychosexual stages, behaviourist approach, classical conditioning, operant conditioning, reinforcement, humanistic approach, free will, self-actualisation, hierarchy of needs, self, congruence, conditions of worth, social learning theory, imitation, identification, modelling, vicarious reinforcement, mediational processes, cognitive approach, internal mental processes, inference, schema, cognitive neuroscience, biological approach, genes, neurochemistry, genotype, phenotype, evolution, nervous system, central nervous system, peripheral nervous system, somatic nervous system, autonomic nervous system, endocrine system, gland, flight or flight, adrenaline, sensory neurons, relay neurons, motor neurons, synaptic transmission, neurotransmitter, excitation, inhibition, hemispheric lateralisation, localisation of function, motor, somatosensory, Broca's area, Wernicke's area, plasticity, functional recovery, axon sprouting, functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs), event-related potentials (ERPs), post-mortem examination, biological rhythms, circadian, infradian, ultradian, endogenous pacemakers, exogenous zeitgebers, statistical infrequency, deviation from social norms, failure to function adequately, deviation from ideal mental health, phobia, depression, obsessive-compulsive disorder, two-process model, systematic desensitisation, flooding, negative triad, ABC model, cognitive behaviour therapy, neural, drug therapy, placebo.</p>	
Super-curricular enrichment and scholarly extension	<p>There are a wide range of super-curricular suggestions of articles, books and videos linked to specific topics on the Year Plan on Microsoft Teams. Some broad suggestions are:</p> <p>Read: The Lucifer Effect (Philip Zimbardo), Opening Skinner Box (Lauren Slater), Phantoms in the Brain (V. S. Ramachandran), Love's Executioner and Other Tales of Psychotherapy (Irvin Yalom).</p> <p>Watch: Couples therapy (BBC iPlayer), A Beautiful Mind (film), Mindhunter (Netflix), Parole (BBC iPlayer), Tagged (BBC iPlayer), Prison (Channel 4)</p> <p>Listen: Hidden brain, Psychology in Seattle, Unlocking us with Brene Brown</p> <p>Visit: Wellcome Collection, The Francis Crick Institute, Freud Museum, The Clink Museum.</p>	
Useful websites	<p>Homepage BPS Psychology Today United Kingdom Simply Psychology Self-Care, Theories, Famous Studies & More Neuroscience News Science Magazine - Research Articles - Psychology Neurology Brains AI</p>	
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