



Year 12 Curriculum intent – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Unit: Approaches in Psychology (including Biopsychology AS)</p> <p>Unit: Research methods</p>	<p>Unit: Psychopathology</p> <p>Unit: Research methods</p>	<p>Unit: Social Influence</p> <p>Unit: Research methods</p>	<p>Unit: Attachment</p> <p>Unit: Memory</p>	<p>Unit: Attachment</p> <p>Unit: Memory</p>	<p>Unit: Issues and debates (Bridging to Yr13)</p>
Knowledge & Understanding	<p>Approaches: Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> 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 		<p>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 		<p>Attachment</p> <ul style="list-style-type: none"> 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>Memory</p> <ul style="list-style-type: none"> The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. 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. 	



	<p>to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</p> <ul style="list-style-type: none">• The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.• 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 <p><u>Biopsychology</u></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	<p>location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.</p> <ul style="list-style-type: none">• 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><u>Attachment</u></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	<ul style="list-style-type: none">• Improving the accuracy of eyewitness testimony, including the use of the cognitive interview <p><u>Issues and debates</u></p> <ul style="list-style-type: none">• Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.• The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.• Idiographic and nomothetic approaches to psychological investigation.• Ethical implications of research studies and theory, including reference to social sensitivity.
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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

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:

- 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.

critical period and an internal working model.

Memory

- 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.

Research methods

- Primary and secondary data, including meta-analysis.
- Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.
- Presentation and display of quantitative data: graphs,



- Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.
- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent,

- tables, scattergrams, bar charts.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.
 - Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.



	<p>extraneous, confounding; operationalisation of variables.</p> <ul style="list-style-type: none"> • Control: random allocation and counterbalancing, randomisation and standardisation. • Demand characteristics and investigator effects. • Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. • The role of peer review in the scientific process. • The implications of psychological research for the economy. 					
Assessment	End of Unit Assessment	End of Unit Assessments & mock exams	End of Unit Assessment	End of Unit Assessment & mocks exams	End of Unit Assessment	End of Unit Assessment
Why this? Why now?	<p><u>Approaches</u></p> <ul style="list-style-type: none"> • It introduces students to the 6 key theoretical approaches that psychologists • This helps to put all other topics in context- approaches are frequently referred to throughout other units in both Yr12 and Yr13 • Some "classic" studies e.g. Pavlov and Bandura are included- this picks 		<p><u>Social influence</u></p> <ul style="list-style-type: none"> • Students look closely at theories and research studies in social psychology that explain the processes of conformity and obedience on an individual and societal level. • At the same time, they examine the key components of the experimental method and issues of 		<p><u>Memory</u></p> <ul style="list-style-type: none"> • Students investigate Psychological research into Memory. First looking at models and types of memory and then focusing on explanations for forgetting and accuracy of eye witness testimony. • This unit is the last taught in Yr12 before the summer exam series as it has the nature of the subtopics allows for students to get practical using their research methods skills via creating and recreating memory experiments. This encourages proactive revision of two units in isolation. 	



up on the summer work student are set before the start of Year 12

Research methods

- The aim is to teach research methods early in the course in order to apply it to the case studies/research pieces that students will learn through A Level as well as making applications to the practical element.
- The research methods unit also allows students to make methodological evaluation of famous research pieces, enhancing their AO3 skill.

Psychopathology

- This is the second theoretical based unit that our students cover. This unit was picked specifically as it allows for a smoother transition of newly acquired AO3 from RM and approaches to mental health issues and their studies.
- For example, we cover three approaches from the prior unit and apply to phobias (behaviourism), depression (cognitive) and OCD (biological).
- Topic will allow for knowledge builder opportunities through challenging connect and retention activities.

ethics which was learnt from the research methods unit .

Attachment

- Students study developmental psychological research investigating the processes involved in the formation of attachment and the possible consequences of its abnormal development.
- Alongside attachment students study non – experimental methods of research and methods of sampling and data analysis including through practical lessons (from RM unit).

Issues and debates (bridging to Yr13)

- Issues and Debates topic is taught as the first topic in Yr13, as this can be applied and discussed throughout any other topic areas and used as revision for Yr12 topic areas.
- The Issues and Debates topic is another big idea in the curriculum, so students benefit from learning this topic near the start of their Yr13 curriculum journey.



Skills & Characteristics	Critical Thinking Wider application Debate Writing skills Comparison	Retention Resourcefulness Empathy Wider application Problem solving	Retention Analysis Wider application Writing skills	Retention Wider application Critical Thinking	Retention Understanding- learning disabilities Critical Thinking Comparison	Retention Wider application Debate Writing skills
Aspirations & Careers	<ul style="list-style-type: none"> • Early years teaching • Teaching (all years) • Educational psychologist • Social care worker • Research graduate • Logistics • Neuropsychologist • Lecturer 	<ul style="list-style-type: none"> • Counsellor • Psychiatrist • Mental health nurse • General practitioner (GP) • Social care worker • Outreach worker • Charity mental health worker • School nurse • Forensic Psychologist/Scientist • Law/legal sector • Cognitive psychologist • Neuropsychologist • Neurologist 	<ul style="list-style-type: none"> • Cognitive psychologist • Neuropsychologist • Neurologist • Dementia care nurse (Admiral nurse) • Brain injury support worker • Teacher • Advertising/marketing consultant • Social care worker • Lecturer in Cognitive Psychology 	<ul style="list-style-type: none"> • Advertising/marketing consultant • Political scientist • Law/legal sector • Research graduate 		



		<ul style="list-style-type: none">• Dementia care nurse (Admiral nurse)• Brain injury support worker		
End points	<p>By the end of year 12, students will acquire foundational knowledge of Psychological Approaches, theories, and core studies. In Year 12, the order of delivery focuses first on Introductory topics in psychology, including approaches, biopsychology, and research methods as these form the basis for understanding further topics in year 13. Additionally, emphasis is placed on introducing and mastering the extensive use of subject terminology unfamiliar to Year 11 who have not studied Psychology at GCSE. Yet, students will draw upon cross-curricular links between their prior GCSE attainment in English, Maths and Science. Year 12 students will begin to explore how psychologists evaluate theories and topics in real-world contexts and will be able to develop their evaluative academic voice. Year 12 students will understand and evaluate various research methods and engage in mathematical analysis through their active involvement in the research process by conducting their own ethical research. Year 12 students will develop the skill of applying their psychological knowledge to novel scenarios in the context of class discussions and exam questions.</p>			