

## Year 12 Psychology – Curriculum Intent

A level Psychology consists of the key components: Research Methods (01), Themes through Core Studies (02) and Applied Psychology (03). During Year 12, students would usually complete 80% of the Research Methods paper and 80% of the Themes through Core Studies paper; the remainder for each being taught during Year 13, along with the Applied Psychology component. This year, the curriculum has been condensed to allow more time for revision and exam practice at the end of Year 13. This will be achieved through quicker delivery of the course material and increased expectations on learners to use their study time effectively consolidating material, completing homework and engaging in directed wider reading and research for those aiming for the higher grades.

### Research methods (01)

Students learn a range of methods for carrying out investigations, design and plan research and analyse data from it. Four key methods are focused on – self reports (questionnaires and interviews), observations, experiments and correlations. Due to the scientific nature of the subject, most time will be spent looking at the use of experiments in Psychology.

### Themes through core studies (02)

Students look at 10 topics across the 5 key areas in psychology –

- Cognitive – memory and perception
- Developmental – behaviourist perspective, external influences on behaviour and morality;
- Physiological – regions of the brain and brain plasticity;
- Social – responses to authority figures and responses to people in need
- Individual differences – understanding disorders and measuring differences.

In each area, students study a classical study and a contemporary study. They need to know the background, aim, method, experimental design (where appropriate), sample, sampling, materials, procedure, findings and conclusions of each study. Furthermore, they need to be able to explain what each study tells us, evaluate the study in terms of strengths and weaknesses of the methodology and general themes, issues and debates in Psychology (including nature vs nurture; individual vs situational explanations, determinism vs free will and reductionism vs holism).

Students need to know the assumptions of each area and the strengths and weaknesses associated with each of them as well as be able to evaluate areas in terms of the key debates in psychology.

In Year 13, students will focus on Applied Psychology (03) studying the mandatory Issues in Mental Health and two of four optional units – Crime and Child Psychology leaving sufficient time at the end of the course for thorough revision and exam practice.

Autumn term – 1a	Autumn term – 1b
<p>Induction:</p> <ul style="list-style-type: none"> <li>• Course outline</li> <li>• Introduction to areas in psychology and debates</li> </ul> <p>Research methods:</p> <ul style="list-style-type: none"> <li>• Research methods</li> <li>• Research methods</li> </ul>	<p>Cognitive psychology:</p> <ul style="list-style-type: none"> <li>• Memory – Loftus and Palmer and Grant et al – similarities and differences, evaluation;</li> <li>• Attention – Moray and Simons and Chabris – similarities and differences, evaluation of themes, issues and</li> </ul>

<ul style="list-style-type: none"> <li>• Research design</li> <li>• Data analysis</li> <li>• Designing and conducting practical research</li> <li>• Revision, assessment and feedback.</li> </ul>	<p>debates in relation to the cognitive approach.</p> <ul style="list-style-type: none"> <li>• Cognitive revision, assessment and feedback</li> </ul> <p>Developmental psychology:</p> <ul style="list-style-type: none"> <li>• Behaviourist perspective</li> <li>• External influences on behaviour – Bandura et al and Chaney et al</li> <li>• Similarities and differences and evaluation of themes, issues and debates;</li> <li>• Morality – Kohlberg</li> </ul>
<p>Spring term – 2a</p> <p>Developmental psychology continued –</p> <ul style="list-style-type: none"> <li>• Morality – Lee et al</li> <li>• Similarities and differences and evaluation of themes, issues and debates in relation to the developmental approach</li> <li>• Developmental revision, assessment and feedback</li> </ul> <p>Physiological psychology –</p> <ul style="list-style-type: none"> <li>• Regions of the brain – Sperry and Casey et al</li> <li>• Similarities and differences and evaluation of themes, issues and debates</li> <li>• Brain plasticity – Blakemore and Cooper and Maguire</li> <li>• Similarities and differences and evaluation of themes issues and debates in relation to the physiological approach.</li> <li>• Physiological revision, assessment and feedback.</li> </ul>	<p>Spring term – 2b</p> <p>Social psychology –</p> <ul style="list-style-type: none"> <li>• Responses to authority figures – Milgram and Bocchiaro et al</li> <li>• Similarities and differences and evaluation</li> <li>• Responses to people in need – Piliavin et al and Levine et al</li> <li>• Similarities and differences and evaluation</li> <li>• Social psychology revision, assessment and feedback.</li> </ul> <p>Individual differences –</p> <ul style="list-style-type: none"> <li>• Psychodynamic approach - Freud</li> </ul>
<p>Summer term – 3a</p> <p>Individual differences</p> <ul style="list-style-type: none"> <li>• Understanding disorders – Freud and Baron-Cohen et al.</li> <li>• Similarities and differences and evaluation in relation to key themes, issues and debates;</li> <li>• Measuring differences – Gould and Hancock et al</li> </ul>	<p>Summer term – 3b</p> <p>Year 12 Mock assessment and feedback</p> <p>Research methods – inferential statistics:</p> <ul style="list-style-type: none"> <li>• Mann Whitney U test</li> <li>• Wilcoxon matched pairs test</li> <li>• Chi square</li> <li>• Sign test</li> <li>• Spearman’s test of correlation</li> </ul>

<ul style="list-style-type: none"> <li>• Similarities and differences and evaluation – themes, issues and debates in relation to the Individual Differences area.</li> <li>• Individual differences – revision, assessment and feedback</li> </ul> <p>Revision and consolidation – Research Methods (01) and Themes through core studies (02).</p>	<p>Research report writing / practicals</p>
--	---

### **Assessment, feedback and exam technique**

Aside from regular assessment and feedback given during lesson time, a series of built in controlled assessments with opportunities for exam technique, feedback and development have been built into the yearly plan.

These will take place during weeks commencing –

18<sup>th</sup> October 2021 – Research Methods 1

22<sup>nd</sup> November 2021 – Cognitive psychology

10<sup>th</sup> January 2022 – Developmental psychology

14<sup>th</sup> February 2022 – Physiological psychology

23<sup>rd</sup> March 2022 – Social psychology

9<sup>th</sup> May 2022 – Individual differences

6<sup>th</sup> to 13<sup>th</sup> June – Year 12 Mock exams – Research Methods (01) and Themes through Core studies (02)

18<sup>th</sup> July 2022 – practical investigation write up and submission

## Year 12 Psychology Scheme of work 2021-2022

W/C	Unit/area	Topic		Assessment
06/09		*Induction – course outline, approaches and themes / debates		Week commencing 18 <sup>th</sup> October Assessment 1: Research methods
13/09	<b>Research methods – methods, design and analysis</b>	Research methods in Psychology – key terms and concepts		
20/09		Research Methods in Psychology – research methods		
27/09		Research Methods in Psychology – research design		
04/10		Research Methods in Psychology – data analysis		
11/10		Research Methods in Psychology – designing and conducting practical research		
18/10		Research methods recap and assessment		
24/10	HALF TERM			
01/11	<b>Core studies: Cognitive</b>	<b>*Memory:</b> Loftus and Palmer	Memory: Grant et al	Week commencing 22 <sup>nd</sup> November Assessment 2: Cognitive Psychology
08/11		Memory – evaluation, issues and debates	<b>Attention:</b> Moray et al	
15/11		Attention: Simons and Chabris	Attention – evaluation, issues and debates	
22/11		Cognitive exam practice / revision	Cognitive assessment	
29/11	<b>Core studies: Developmental</b>	Cognitive assessment feedback	<b>External influences on behaviour:</b> classical and operant conditioning	Week commencing 10 <sup>th</sup> January Assessment 3
06/12		External influences on behaviour: Bandura et al	External influences on behaviour: Chaney et al	
13/12		External influences on behaviour: evaluation, issues and debates	<b>Morality:</b> Kohlberg	
CHRISTMAS				
*03/01	<b>Core studies: Developmental</b>	Morality: Lee et al	Morality – evaluation, issues and debates	Developmental Psychology
10/01		Developmental practice/revision	Developmental assessment	
17/01	<b>Core studies: Physiological</b>	Developmental feedback, individual target setting and exam technique.	<b>Regions of the brain:</b> Sperry	Week commencing 14 <sup>th</sup> February Assessment 4: Physiological Psychology
24/01		Regions of the brain: Casey et al	Regions of the brain – evaluation, issues and debates	
30/01		<b>Brain plasticity:</b> Blakemore and Cooper	Brain plasticity: Maguire	
07/02		Brain plasticity – evaluation, issues and debates.	Physiological practice / revision	

14/02		Physiological assessment	Physiological feedback, individual target setting and exam technique	
HALF TERM				
28/02	<b>Core studies: Social</b>	<b>Responses to authority figures:</b> Milgram	Responses to authority figures: Bocchiaro et al	Week commencing 23 <sup>rd</sup> March Assessment 5: Social Psychology
07/03		Responses to authority figures – evaluation, issues and debates	<b>Responses to those in need</b> – Piliavin et al	
14/03		Responses to those in need – Lee et al	Responses to those in need – evaluation, issues and debates	
21/03		Social psychology: practice / revision	Social psychology assessment	
28/03	<b>Core studies: Individual differences</b>	Social psychology feedback, individual target setting and exam technique	<b>Understanding disorders:</b> Freud and psychodynamic theory	Week commencing 9 <sup>th</sup> May Assessment 6
04/04		Understanding disorders: Freud and psychodynamic theory	Understanding disorders: Baron-Cohen et al	
EASTER				
25/04	<b>Individual differences cont.</b>	Understanding disorders: evaluation, issues and debates	<b>Measuring differences:</b> Gould	Assessment 6: Individual differences
*02/05		Measuring differences: Hancock	Measuring differences – evaluation, issues and debates	
09/05		Measuring differences: practice and revision	Individual differences assessment	
16/05	<b>Year 12 revision</b>	Individual differences feedback, individual target setting and exam technique.	Core studies revision and exam practice	NA
23/05		Research methods revision and practice	Research methods revision and practice	
HALF TERM				
06/06 and 13/06	<b>Mock exams</b>	End of year mock exams, feedback and target setting		Weeks commencing 6 <sup>th</sup> - 13 <sup>th</sup> June Assessment 7: Year 12 Mock Exams
20/06	<b>Research methods – inferential statistics</b>	Research methods – introduction to inferential statistics	Inferential stats: Mann Whitney U test	Week commencing 18 <sup>th</sup> July
27/06		Inferential stats: Wilcoxon Matched Pairs	Inferential stats: Chi square	
04/07		Inferential stats: Sign test	Inferential stats: Spearman's correlation	

11/07	<b>Research methods – report writing</b>	Whole class practical	Report writing	Assessment 8: practical submission
18/07		Practical write up	Practical submission	