

Year 12 Psychology Curriculum Plan (Edexcel)

Students have 2 teachers in A-Level psychology so they will have two topics taught alongside each other.

Unit	Core		Hinterland		Justification: Topic choice & sequencing	Assessment	Whole Education Opportunities
	Key components	Disciplinary Knowledge	Knowledge	Skills			
Paper 1: Cognitive Psychology (Sept-Dec)	<ul style="list-style-type: none"> Describe and evaluate the MSM Describe and evaluate the WMM Describe and evaluate Tulving's long term memory theory Describe and evaluate Reconstructive memory Explain how individual differences and developmental psychology can influence memory Describe and evaluate the Classic Study: Baddeley Describe and evaluate one contemporary study: Sebastian and Hernandez-Gil Describe and evaluate the case of HM Describe and evaluate lab and field experiments Be able to explain IV, DV, hypothesis, extraneous variables, confounding variables, situational variables, participant variables, experimenter effects, demand characteristics, control issues and objectivity Describe and evaluate experimental designs: Repeated measures, independent groups, matched pairs Understand how to analyse quantitative data using measures of central tendency and dispersion Be able to represent data in a bar graph and histogram Be able to conduct a Mann Whitney U and Wilcoxon Statistical test Explain Type 1 and Type 2 errors Describe and evaluate one practical investigation looking into memory Discuss one key question relevant to cognitive psychology 	<ul style="list-style-type: none"> How to evaluate a study (GRAVE) How to evaluate a theory (SWAAAN) Application 8 mark essays How to draw a graph Quantitative data analysis 	<ul style="list-style-type: none"> Primacy-recency effect Bartlett's War of the Ghost study Clive Wearing Word-length effect (culture) Eyewitness testimony Best revision strategies 	<ul style="list-style-type: none"> How to organise a folder How to make notes How to make revision resources How to carry out research in an ethical manner How to write a practical report How memory works and therefore best ways to revise 	<p>This is a compulsory topic. We teach it first because it looks at how memory works and can be used to benefit student's revision across their 6th form studies.</p> <p>Plus, this topic covers lab experiments which are one of the key research methods used in Psychology so important to know this terminology early on.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR1 PR2 PR3 	<ul style="list-style-type: none"> SMSC – look at the role of culture and how it can affect our memory SMSC – Discussion around the ethics of studying brain damaged patients Metacognition – folder use, PLC use and revision resources (talk through different strategies for revision and show examples from previous years). Given ideas for independent study. Careers – students have to carry out a research study and write it up in a report format, developing skills that a researcher would need
Paper 1: Social Psychology (Sept-Dec)	<ul style="list-style-type: none"> Describe and evaluate Agency Theory Describe and evaluate Social Impact Theory Describe and evaluate Social Identity Theory Describe and evaluate Realistic Conflict Theory Describe and evaluate Milgram's study of obedience and the three variations Describe and evaluate the Classic study: Sherif (Robbers Cave) experiment Describe and evaluate one contemporary study: Burger Discuss situational and personal factors affecting obedience (personality, gender and culture) Discuss situational and personal factors affecting prejudice (personality, culture) Describe and evaluate experimental designs: questionnaires and interviews. Describe and apply different sampling techniques Analyse quantitative data using mean, mode, median, range and standard deviation and represent data in graphical form (bar graphs and histograms) Understand the difference between normal and skewed distribution. Understand how to analyse qualitative data using thematic analysis. Explain the ethical code of conduct (respect, competence, integrity and responsibility) Discuss one key question relevant to social psychology Describe and evaluate one practical investigation looking into obedience. 	<ul style="list-style-type: none"> How to evaluate a study (GRAVE) How to evaluate a theory (SWAAAN) Application 8 mark essays Quantitative data analysis Qualitative data analysis 	<ul style="list-style-type: none"> Holocaust WW2 London Riots Israeli-Palestinian Conflict Football hooliganism Jane Elliott – brown eyes blue eyes study. Links to the coronavirus: obedience and prejudice and how this links to the coronavirus. 	<ul style="list-style-type: none"> How to organise a folder How to make notes How to make revision resources How to write a practical report 	<p>This is a compulsory topic. We teach this module first as it is a slightly easier topic than biological and learning, as there are less key terms to know.</p> <p>Additionally, students tend to find the studies of obedience interesting which motivates them.</p> <p>Milgram's study is very unethical so discussions surrounding ethics can be made very early on. Discussing ethical considerations is a key skill in Psychology so being able to consider this earlier in the course makes this a good topic to study first.</p> <p>Documentary offered for extra-curricular opportunity to develop independence. Jane Elliott brown eyes documentary.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR1 PR2 PR3 	<ul style="list-style-type: none"> SMSC: looking at the role of culture in obedience and prejudice SMSC: exploring the consequences of actions through social psychology research (Milgram) SMSC: students learn about prejudice and discrimination and how this can be reduced. Careers: When discussing the applications of prejudice and obedience research, students look at ways that positive obedience can be encouraged within schools and ways in which teachers can break down prejudice between different social groups. Metacognition – folder use, PLC use and revision resources. Given ideas for independent study.
Paper 1: Biological Psychology (Jan -April)	<ul style="list-style-type: none"> Describe the CNS including how neurons and synaptic transmission work Explain the effect of 2 recreational drugs on the CNS Describe and evaluate the role of the brain in aggression Describe and evaluate the role of hormones in aggression Describe and evaluate how evolution can cause aggression Describe and evaluate Freud's theory of aggression Discuss how individual differences and development psychology affect aggression Describe and evaluate how correlations work Be able to conduct a Spearman's rho statistical test Describe and evaluate brain scanning techniques (CAT, PET, fMRI) Describe and evaluate twin studies 	<ul style="list-style-type: none"> How to evaluate a study (GRAVE) How to evaluate a theory (SWAAAN) Application 8 Mark essays How to draw a scatter graph Data analysis for correlations 	<ul style="list-style-type: none"> Explain how pain killers work Phineas Gage case study 3 Identical stranger's real case Freud's Oedipus complex Reductionism Determinism 	<ul style="list-style-type: none"> How to carry out research in an ethical way How to make revision resources Communication skills 	<p>This is a slightly harder topic than social and cognitive due to the large amount of scientific content. It is therefore one of the later Paper 1 topics taught.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR3 	<ul style="list-style-type: none"> SMSC - Discuss aggression and the impact for society if it is down to nature Careers – Students design and conduct their own research study Metacognition – use of PLC and revision resources

	<ul style="list-style-type: none"> Describe and evaluate one example of a twin study (also this is the contemporary study) Describe and evaluate adoption studies Describe and evaluate one example of an adoption study Describe and evaluate Raine et al's study (classic study) Describe and evaluate one practical investigation into aggression Discuss one key question relevant to biological psychology 						
Paper 1: Learning Psychology (Jan- April)	<ul style="list-style-type: none"> Describe and evaluate classical conditioning Describe and evaluate operant conditioning Describe and evaluate social learning theory Describe and evaluate Bandura's Bobo doll study and the three variations Explain the development and maintenance of phobias using learning theories Describe and evaluate systematic desensitisation as a treatments for phobias Describe and evaluate one other treatment for phobias (flooding) Describe and evaluate observations Describe and evaluate content analysis Discuss reasons for and against the use of animals in psychological research Explain the animal research ethical code of conduct Be able to conduct a chi-squared test Examine the scientific status of psychology Describe and evaluate the classic study: Watson and Rayner (Little Albert) Describe and evaluate the contemporary study (Capafons) Describe and evaluate one practical investigation into pro-social behaviour Discuss one key question relevant to learning psychology 	<ul style="list-style-type: none"> How to evaluate a study (GRAVE) How to evaluate a theory (SWAAN) Application 8 mark essays Quantitative data analysis 	<ul style="list-style-type: none"> Anorexia Token economy (prison, schools) Popper and his swans Examples of different types of phobias Linking Social Learning Theory to the coronavirus. Linking operant conditioning to the coronavirus. 	<ul style="list-style-type: none"> Analysing data Synoptic linking Debating skills. 	<p>This topic contains a large amount of key terms which students tend to struggle more with than the social and cognitive topics. It is therefore one of the later Paper 1 topics taught.</p> <p>It also summarises animal research quite nicely, which is a good topic to cover later in the course and compare to the research we have already learned about humans earlier in the course.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR3 	<ul style="list-style-type: none"> SMSC – looking at vicarious reinforcement and behaviour shaping which could help them change their behaviours positively. Careers – discussion regarding how therapists use learning theories to support people with phobias, opens avenue for discussion about becoming a therapist. Metacognition – use of PLC and revision resources Possibility for a documentary to develop their understanding of anorexia.
Paper 1: Issues and Debates (May)	<ul style="list-style-type: none"> Understand and apply the following issues and debates to the 4 paper 1 topics: <ul style="list-style-type: none"> Ethical issues Practical Issues Reductionism Psychology as a Science Nature vs Nurture Culture and Gender Issues Issues of Social Control Socially sensitive research Use of Psychological knowledge in society Comparing explanations of behaviour Psychology over time 	<ul style="list-style-type: none"> Application Synoptic links 	<ul style="list-style-type: none"> David Reimer Ethnocentrism and androcentrism Advertising IQ and genetics History of psychology 	<ul style="list-style-type: none"> Debating Communication skills Research skills Prioritising 	<p>This is a synoptic part of the Psychology course that is assessed in paper 1 and paper 3.</p> <p>We introduce the issues and debates here as it gives students the opportunity to revise the 4 approaches and apply these concepts. It also means we can start referring to these Issues and Debates throughout the whole of Year 13, increasing student confidence in them.</p>	<ul style="list-style-type: none"> Through teacher questioning Class discussion and debate Issue and debate tables 	<ul style="list-style-type: none"> SMSC – lots of discussion on ethics and morals of research being used as a form of social control. Also look at cultural problems with research Oracy – students have lots of chance to verbalise their ideas and communicate them in the debates Metacognition – students use this opportunity to identify weak areas in Paper 1 topics
Paper 2: Clinical Psychology (June-July)	<ul style="list-style-type: none"> Describe and evaluate the 4 D's of diagnosis Explain how the ICD and DSM work Explain cultural issues with diagnosis Explain validity and reliability issues with diagnosis Describe the HCPC guidelines Describe and evaluate primary and secondary data, longitudinal, cross-sectional, cross-cultural and meta-analysis Describe and evaluate case studies, including one example Describe and evaluate interviews, including one example <p>This topic is completed in Year 13</p>	<ul style="list-style-type: none"> 8 mark essays 12 mark essays Essay writing in timed conditions Application 	<ul style="list-style-type: none"> Role of homosexuality in DSM Culture bound syndromes Show students hard copy of DSM Understand the job of a clinical psychologist 	<ul style="list-style-type: none"> Research skills Oracy skills Creativity 	<p>This is a compulsory topic which is the largest topic in Paper 2. We have an option of one mental disorder to teach and we teach depression as it is one of the most common mental health disorders and therefore we feel it is important students have an understanding of it as they are likely to come across it in some point in their life.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class (timed conditions) Summer homework 	<ul style="list-style-type: none"> SMSC – lots of discussion around mental health disorders and the role culture and society have to play in this Careers – discussion of the HCPC guidelines and how they are used in the health profession – show HCPC website Metacognition – lots of timed practice of essays, student to develop this skill and reflect on how to improve
Paper 2: Child Psychology (June – July)	<ul style="list-style-type: none"> Describe and evaluate Bowlby's theory of attachment Describe and evaluate Ainsworth's work on attachment, including the Strange Situation Describe and evaluate cross cultural variations of Ainsworth's attachment study Discuss research into and the impact of deprivation (including day care) Discuss research into and the impact of privation <p>This topic is completed in Year 13</p>	<ul style="list-style-type: none"> 8 mark essays 16 mark essays Essay writing in timed conditions Application 	<ul style="list-style-type: none"> International adoption Genie Czech twins Harlow's monkeys Lorenz's geese 	<ul style="list-style-type: none"> Note taking Creativity 	<p>This is an optional topic that we choose for Paper 2. We choose Child Psychology as all students can relate to it and it links well with the concept of 'Developmental' psychology that exam boards have running through the spec and is essential for studying Psychology at University.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class (timed conditions) Summer homework 	<ul style="list-style-type: none"> SMSC – looking at the impact of society and culture on attachments. Plus, the morals of researching using children (UNCRC). Careers – discussion of day care settings and qualifications required to work in them. Careers: When studying the effects of privation, students look at research to determine what can be done to best help children recover from the effects of abuse in their early years.

Curriculum End Point

By the end of Year 12 students will have developed the following:

<p style="text-align: center;"><u>Core knowledge</u></p>	<p>Students will develop an understanding of the following topics and be able to answer the following questions:</p> <p>Social Psychology: why do we obey and in what circumstances? Why are we prejudiced? What individual differences contribute to our levels of obedience and prejudice attitudes? What is self-report data?</p> <p>Cognitive Psychology: what helps us remember and what makes us forget? How is my memory structured? How can I utilise my memory to be a better learner? What are lab experiments and how is quantitative data analysed?</p> <p>Biological Psychology: how does my brain pass messages using neurotransmission? What happens when drugs hijack the CNS? What are the biological causes of aggression? What are brain scans and correlations and how are they analysed?</p> <p>Learning Psychology: how do I learn? How do schools utilise the learning theories to create the best students? How are phobias developed and treated? What are observations and how is qualitative and nominal data analysed?</p> <p>Issues and Debates: see below.</p>
<p style="text-align: center;"><u>Disciplinary knowledge</u></p>	<p>Developing “thinking like a psychologist”</p> <ul style="list-style-type: none"> - Describe theories and studies (APRC) - A confident ability to evaluate studies using acronyms. - A developing ability to evaluate theories using acronyms. - A developing ability to apply theories and studies to unseen scenarios. - An understanding of what it means to be “ethical” - An understanding of how to analyse data in psychology.
<p style="text-align: center;"><u>Exam technique</u></p>	<p>Developing ability to answer short answer questions using AO1, AO2 and AO3. Able to answer “Evaluate” and “Discuss” 8 markers with confidence and developing ability to answer “Assess” and “To What Extent” 8 and 12 markers.</p> <p>Students will be able to structure issues and debates 8/12 markers using Paper 1 topics.</p>
<p style="text-align: center;"><u>Issues and Debates</u></p>	<p>Students will be able to describe most of the key terms that relate to all issues and debates. They should be able to give 1-2 examples of each issue and debate from each approach in the course but at this stage these may be imbalanced for the later debates (e.g. social sensitivity, social control, psychology over time).</p>
<p style="text-align: center;"><u>Careers</u></p>	<p>Aspiration for careers in Paper 1 related fields:</p> <ul style="list-style-type: none"> - Social Psychology: law, police force, teaching, judicial system, sport. - Cognitive Psychology: research in psychology, care work (dementia). - Biological: drug and rehabilitation therapy, neuroscience, drug development and pharmacology. - Learning: eating disorder treatment, therapists, research.
<p style="text-align: center;"><u>A4L</u></p>	<p>Assessment will consist of end of unit assessments where appropriate and then at PR points assessments will be generated to assess based on content covered at that time. PPEs will be done at the end of the academic year which will consist of a full Paper 1 and then a modified “Research methods, key questions and practical’s” paper.</p>