


**Psychology Department – Year 12**

| <br><b>Shirley High Curriculum Map</b> | <i>The emerging Psychologist</i><br>Intent: Our study of Psychology in Year 12 builds students' knowledge of psychological concepts and theories that explain human behaviour. They will obtain the ability to analyse and evaluate a variety of research. Students will gain insight into different scientific processes and techniques used when formulating scientific research. They will also understand the importance of psychological research and its impact on society.   |  |   |   |  |  |
|---|---|--|---|---|--|--|
|   | Autumn A  | Autumn B   | Spring A  | Spring B  | Summer A   | Summer B   |
|   | Theme/Topic/Skill:  | Theme/Topic/Skill:   | Theme/Topic/Skill:  | Theme/Topic/Skill:  | Theme/Topic/Skill:   | Theme/Topic/Skill:   |
|   | Approaches to psychology/ Research methods  | Research methods/ Psychopathology  | Psychopathology/Social influence  | Memory/attachment   | Attachment   | Biopsychology  |
| <b>Why Now?</b>   | <p>Approaches is a weighty unit that underpins all other units and introduces key practices in psychology. It is therefore an ideal introduction to the course.</p> <p>Research methods explains the methods and techniques psychologists use to carry out research and contains mathematical content. Mathematical concepts are included throughout the various other units.</p>   | <p>Having just completed research methods, students will be able to apply the concepts to the psychological research carried out in psychopathology. They will develop their understanding of distributions and apply it to definitions of abnormality.</p> <p>Students will revisit the newly acquired knowledge of classical and operant conditioning and apply it to explaining phobias and build on their knowledge of the cognitive approach, relating it to depression.</p> <p>They will have a basic understanding of biological processes from the approaches unit and can further develop this knowledge.</p>   | <p>Social influence links well to psychopathology and approaches. Having explored social norms and social learning relating to the acquisition of phobias, the social influence unit is a natural progression. It also builds on knowledge from approaches in terms of situational explanations and dispositional explanations.</p>   | <p>The memory unit develops student's knowledge of theoretical models from the approaches unit: the cognitive approach.</p> <p>They participate in research investigating short term memory and apply their knowledge of research methods, devising/analysing tables, scattergrams and bar charts.</p> <p>As students prepare for their exams, this unit will provide them with techniques and practices they can apply in their revision, helping them understand how best to remember information.</p>  | <p>Attachment is an effective topic to deliver towards the end of year 12 as it touches on theories underpinning different units. The role of the father was previously explored in relation to the economy and students can gain further insight into this. Students further explore learning theory, which was covered in approaches and psychopathology.</p> <p>The attachment unit contains some sensitive issues such as maternal deprivation.</p>  | <p>This topic is delivered at the end of the year, as students transition into year 13. Biopsychology includes year 13 content.</p>  |
| <b>Fundamental Concepts</b>   | <p>The origins of psychology, Learning approaches:<br/>                     -The Behaviourist Approach (including classical and operant conditioning)<br/>                     - Social Learning Theory (Bandura),<br/>                     The Cognitive Approach: memory, schema,<br/>                     The biological approach: genotype &amp; phenotype, the influence of biological structures &amp; neurochemistry, evolutionary behaviour,<br/>                     The Psychodynamic Approach: (Freud- ID, ego, superego, psychosexual stages),<br/>                     The Humanistic Approach: (Maslow's Hierarchy of needs, Rogers: self-worth, unconditional positive regard, congruence).</p> <p>Experimental method, research issues, experimental designs, types of experiment,</p>  | <p>Sampling, ethical issues, pilot studies, observational techniques, observational design, self-report techniques, self-report design, correlations, types of data, measures of central tendency and dispersion presentation of quantitative data, mathematical content, statistical testing (The sign test), peer review and psychological research and the economy.</p> <p>Definitions of abnormality, The behavioural, emotional and cognitive characteristics of phobias, depression and OCD.</p>   | <p>The behavioural approach to explaining and treating phobias,<br/>                     The cognitive approach to explaining and treating depression,<br/>                     The biological approach to explaining and treating OCD.</p> <p>Types of conformity, explanations for conformity, conformity to social roles, explanations for obedience, dispositional explanations for obedience, resisting social influence, minority influence, social change.</p>   | <p>The multi-store model of memory, coding, capacity and duration of memory,<br/>                     The working memory model, factors affecting the accuracy of eyewitness testimony: anxiety, misleading information and post-event discussion.</p> <p>Improving the accuracy of eyewitness testimony: cognitive interview, types of long-term memory, explanations for forgetting : interference and retrieval failure.</p> <p>Explanations of attachment: Bowlby's theory and Learning theory.</p>   | <p>Animal studies of attachment, caregiver-infant interactions, The role of the father, Schaffer's stages of attachment, Types of attachment. Cultural variations in attachment, Bowlby's theory of maternal deprivation, Romanian orphan studies.</p>   | <p>The nervous system, neurons and synaptic transmission, the endocrine system, localisation of function in the brain, hemispheric lateralisation and split-brain research, plasticity and functional recovery of the brain after trauma, ways of studying the brain, biological rhythms: circadian rhythms, infradian rhythms and ultradian rhythms, endogenous pacemakers and exogenous zeitgebers.</p>  |
| <b>Students will...</b>   | <p>Outline the origins of psychology, including the significance of Wilhelm Wundt and introspection and online the emergence of psychology as a science.</p> <p>Students will explore the behaviourist approach and outline and evaluate Pavlov's classical conditioning theory and Skinner's operant conditioning theory. They will learn about Watson and the little Albert experiment.</p> <p>Students will outline and evaluate the social learning theory and the cognitive approach and explore the emergence of cognitive neuroscience.</p> <p>They will outline and evaluate the biological approach, psychodynamic approach and humanistic approach.</p> <p>Students will complete an end of unit assessment paper.</p> <p>Students will learn to differentiate between an aim and a hypothesis and will learn to identify the independent variables and dependent variables in a psychological investigation.</p> <p>They will outline operationalised hypotheses for psychological investigations, including directional and non-directional hypotheses.</p> <p>Students will outline the process and importance of control within psychological investigations, including random allocation, counterbalancing, randomisation and standardisation. They will outline the issue of demand</p> | <p>Students will learn the difference between a population and a sample and will be able to outline and evaluate sampling techniques including random, systematic, stratified, opportunity and volunteer sampling. They will evaluate the sampling techniques in relation to bias and generalisation.</p> <p>Students will outline and evaluate observational techniques, including covert and overt, participant and non-participant, naturalistic and controlled and structured and unstructured. They will outline and evaluate the factors involved in the design of observational research, including behavioural categories and event and time sampling.</p> <p>Students will outline and evaluate the use of questionnaires, including open and closed questions and outline and evaluate interviews, including structured, unstructured and semi-structured. They will explore questionnaire construction and design of interviews, designing their own study and conducting a pilot study of their own research.</p> <p>Students will outline and evaluate correlational techniques, outline the difference between correlations and experiments and interpret correlation coefficients. They will outline and evaluate the use of qualitative and quantitative data and the use of primary</p> | <p>Students will outline and evaluate the behaviourist approach to explaining phobias through the two process model: the acquisition of phobias through classical conditioning and the maintenance of phobias through operant conditioning. They will outline and evaluate behavioural treatments of phobias, including systematic desensitisation and flooding.</p> <p>Students will outline and evaluate the cognitive approach to explaining depression, including Beck's Cognitive Triad and Ellis's ABC model. They will outline and evaluate cognitive treatments of depression, including cognitive behavioural therapy (CBT) and challenging irrational thoughts.</p> <p>Students will outline and evaluate the biological approach to explain OCD including genetic explanations and neural explanations- neurotransmitters, brain structure.</p> <p>Lastly, they will outline and evaluate the biological treatment of OCD: drug therapy.</p> <p>Students will complete an end of unit assessment paper.</p> <p>Describe the three types of conformity including compliance, identification and internalisation and outline and evaluate two explanations for conformity including informational and normative social influence.</p> <p>Students will outline Jenness' research on conformity and outline and evaluate Asch's</p> | <p>Students will outline the Multi-Store Model of memory (Atkinson and Shiffrin, 1968), including the key features: coding, capacity and duration. They will outline and evaluate Peterson &amp; Peterson's (1959) research, investigating the duration of short-term memory.</p> <p>They will then evaluate the multi-store model by considering studies by Miller (1956) and Bahrick (1959) and case studies on Clive Wearing and Patient KF.</p> <p>Students will outline the structure of the Working Memory Model and describe each of its components.</p> <p>Students will conduct a series of dual-task studies and evaluate the Working Memory Model, with reference to dual-task studies and Patient KF.</p> <p>Students will define the term eyewitness testimony, outline a range of factors that affect the accuracy of eyewitness testimony, outline and evaluate research done by Johnson &amp; Scott and discuss the role of deception in eyewitness testimony research.</p> <p>They will evaluate the effect of anxiety on eyewitness testimony, examining evidence that contradicts Johnson &amp; Scott's results (Yullie and Cutshall, 1986) and Riniolo et al, 2003).</p> <p>Students will explore eyewitness testimony in relation to misleading information, conducting an in class replication of Loftus and Palmer's (1974) research and</p> | <p>Students will review animal studies in further detail and evaluate animal studies of attachment.</p> <p>Students will explore caregiver-infant interactions in humans, including reciprocity and interactional synchrony and will outline and evaluate Meltzoff &amp; Moore's research on interactional synchrony.</p> <p>Students will outline and evaluate the role of the father in attachment and discuss whether the role of the father is as a playmate or a sensitive and supportive co-parent.</p> <p>Students will outline and evaluate Schaffer and Emerson's stages of attachment, then learn about the procedure of the Strange Situation, describing the type of behaviour found in the Strange Situation for secure, insecure-avoidant/resistant infants.</p> <p>Students will take part in an egg project and write a journal of their time together, linking it to psychological concepts relating to attachment.</p> <p>Students will review the Strange Situation and apply the types of attachment to novel scenarios and will outline and evaluate research examining cultural variations in attachment by Van Ijzendoorn &amp; Kroonenberg (1988).</p> <p>Students will outline and evaluate Bowlby's theory of maternal deprivation and examine Romanian orphan studies to consider the effects of institutionalisation.</p> <p>Students will complete an end of unit assessment paper.</p> | <p>Outline the structure (components) of the nervous system and outline the role of the nervous system, including: central nervous system (CNS): -brain -spinal cord, peripheral nervous system (PNS): -somatic nervous system -autonomic nervous system -sympathetic nervous system -parasympathetic nervous system.</p> <p>Students will outline the structure and function of sensory neurons, relay neurons and motor neurons, outline the process of synaptic transmission and explain the difference between excitation and inhibition.</p> <p>They will outline the function of the endocrine system, including glands and hormones and will outline and evaluate the fight or flight response including the role of adrenaline.</p> <p>Students will explore the structure of the brain and the functions of the motor, somatosensory, visual and auditory areas of the brain and will aim to understand and evaluate split brain research.</p> <p>They will learn about (and evaluate) brain plasticity and will outline and evaluate various ways of studying the brain, including fMRI, EEG, ERP and post-mortem examinations, identifying similarities and/or differences between the methods.</p> <p>Students will outline, provide examples of, and evaluate</p> |

|  |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
|  | <p>characteristics and investigator effects within psychological investigations and identify how to avoid these issues. Students will outline the aim and purpose of pilot studies and piloting and outline and evaluate types of experimental design: repeated measures, independent groups and matched pairs. Students will outline and evaluate types of experiments, including laboratory, field, natural and quasi experiments.</p>  | <p>and secondary data, including the use of meta-analysis. Students will outline, calculate and evaluate the use of different measures of central tendency: mean, median and mode and the use of measures of dispersion: range and standard deviation and will calculate percentages. They will explore the presentation of quantitative data in the following formats: tables, scattergrams, bar charts and histograms. Students will gain an understanding of distributions. Students will explore mathematical content in psychology, including converting a percentage to a decimal, converting a decimal to a fraction, ratios, estimates, significant figures, standard form, order of magnitude calculations and mathematical symbols. Students will be introduced to statistical testing: the sign test and will learn when to use it and how to calculate it. Students will outline the purpose of ethical guidelines within psychological research, outline how to deal with ethical issues in psychological research, outline the role of peer reviews in psychology and the implications of psychological research for the economy.</p> <p>Students will learn the definitions of abnormality including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. They will outline the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive compulsive disorder (OCD).</p> | <p>research examining conformity. They will outline and evaluate variations of Asch's research, and explore how different variables affect conformity including group size, unanimity and task difficulty. Students will outline and evaluate Zimbardo's research investigating conformity to social roles: The Stanford Prison Experiment. Students will outline and evaluate Milgram's research investigating obedience to authority. They will outline social-psychological factors as explanations for obedience including agentic state and legitimacy of authority. They will outline situational variables as explanations for obedience including proximity, location and uniform and will evaluate explanations for obedience. Students will outline and evaluate one dispositional explanation for obedience: the authoritarian personality. Students will outline and evaluate two explanations of resistance to social influence including social support and locus of control (LoC). Students will outline and evaluate research examining minority influence, with reference to consistency, commitment and flexibility. They will outline and evaluate how social influence research has contributed to our understanding of social change. Students will complete an end of unit assessment paper.</p> | <p>will evaluate the effect of misleading information on eyewitness testimony. They will then outline and evaluate the effect of post-event discussion on eyewitness testimony, learning about Gabbert et al's (2003) study. Explore ways to improve the accuracy of eyewitness testimony, including the use of the cognitive interview. Students will learn to define and provide examples of different types of long-term memory, including episodic, semantic and procedural and will outline and evaluate long-term memory. They will outline and evaluate two explanations of forgetting including retrieval failure and interference theory. Students will complete an end of unit assessment paper.</p> <p>Students will outline Bowlby's theory of attachment and evaluate this theory considering a range of psychological research including imprinting research by Lorenz (1935) and research on attachment and later love experiences by Hazan and Shaver (1987). Students will revisit classical and operant conditioning, in the context of attachment (learning theory) and learn about Harlow (1959) who carried out attachment research on monkeys.</p> |  | <p>circadian rhythms and the role of endogenous pacemakers and exogenous zeitgebers. They will discuss the effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. Lastly, students will outline, provide examples of, and evaluate infradian rhythms and ultradian rhythms. Students will complete an end of unit assessment paper.</p>  |
| <p><b>Language for Life (Key terms / Vocabulary)</b></p> | <p>Introspection, behaviourist, classical conditioning, operant conditioning, social learning theory, imitation, identification, modelling, vicarious reinforcement, mediational processes, cognitive approach, internal mental processes, schema, inference, cognitive neuroscience, biological approach, genes, biological structure, neurochemistry, genotype, phenotype, evolution.</p> <p>Experimental method, aim, hypothesis (directional/non-directional), variables, independent variable, dependent variable, operationalisation, extraneous variable, confounding variable, demand characteristics, investigator effects, randomisation, standardisation, experimental designs, independent groups design, repeated measures design, matched pairs design, random allocation, counterbalancing, laboratory experiment, field experiment, natural experiment, quasi-experiment.</p> | <p>Population, sample, sampling technique, bias, generalisation, pilot study, naturalistic observation, controlled observation, covert observation, overt observation, participant observation, non-participant observation, behavioural categories, event sampling time sampling, self-report techniques, questionnaire, interview, open questions, closed questions, correlation, co-variables, positive correlation, negative correlation, zero correlation, qualitative data, qualitative data, primary data, secondary data, meta-analysis, descriptive statistics, measures of central tendency, mean, median, mode, scattergram, bar chart, histogram, statistical testing, sign test, ethical issues, informed consent, deception, protection from harm, privacy and confidentiality, right to withdraw, BPS code of ethics, peer review, economy.</p> <p>statistical infrequency, deviation from social norms, failure to function adequately, deviation from ideal mental health, phobia, behavioural, emotional, cognitive, depression, obsessive-compulsive disorder (OCD).</p>   | <p>Behaviourist approach, two-process model, classical conditioning, operant conditioning, systematic desensitisation, flooding, cognitive approach, negative triad, ABC model, Cognitive behavioural therapy (CBT), irrational thoughts, biological approach, genetic explanations, neural explanations, drug therapy.</p> <p>Conformity, group size, unanimity, task difficulty, internalisation, identification, compliance, informational social influence (ISI), normative social influence (NSI), social roles, obedience, situational variables, proximity, location, uniform, agentic state, legitimacy of authority, dispositional explanations, authoritarian personality, resistance to social influence, social support, locus of control, minority influence, consistency, commitment, flexibility, social influence, social change.</p>  | <p>Short-term memory (STM), long term memory (LTM), coding, capacity, duration, multi-store model (MSM), sensory register, working memory model (WMM), central executive (CE), phonological loop (PL), visuo-spatial sketchpad (VSS), episodic buffer (EB), eyewitness testimony (EWT), misleading information, leading question, post-event discussion (PED), anxiety, cognitive interview (CI), episodic memory, semantic memory, procedural memory, interference, proactive interference (PI), retroactive interference (RI), retrieval failure, cue.</p> <p>Monotropic, critical period, internal working model, learning theory.</p>  | <p>Animal studies, reciprocity, interactional synchrony. father, stages of attachment, multiple attachments, strange situation, secure attachment, insecure-avoidant attachment, insecure-resistant attachment, cultural variations, maternal deprivation, orphan studies, institutionalisation.</p>                     | <p>Nervous system, central nervous system (CNS), peripheral nervous system (PNS), somatic nervous system (SNS), autonomic nervous system (ANS), neurons, sensory neurons, relay neurons, motor neurons, localisation of function, motor area, somatosensory area, visual area, auditory area, Broca's area, Wernicke's area, hemispheric lateralisation, split-brain research, plasticity, functional recovery, functional magnetic resonance imaging (fMRI), electroencephalogram (EEG), event-related potentials (ERPs), post-mortem examinations, biological rhythms, circadian rhythms, infradian rhythm, ultradian rhythm, endogenous pacemakers, exogenous zeitgeber, sleep/wake cycle.</p> |
| <p><b>Extended writing Opportunities</b></p>             | <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>  | <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>  | <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>   | <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>   | <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p> | <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>  |
| <p><b>Maths Across the Curriculum</b></p>                | <p>The approaches unit involves learning key dates of when various approaches emerged in society.</p>   | <p>Research methods involves using analysis such as measures of central tendency (mean, median and mode) and</p>  | <p>Students will periodically answer research methods questions throughout different topics. This</p>  | <p>Students will periodically answer research methods questions throughout different topics. This</p>  | <p>Students will periodically answer research methods questions throughout different topics. This</p>  | <p>Students will periodically answer research methods questions throughout different topics. This</p>   |

|  |  |  |   |  |   |  |
|--|--|--|---|--|---|--|
|  | Research methods involves using analysis such as measures of central tendency (mean, median and mode) and measures of dispersion (range and standard deviation) to determine conclusions on data. It involves the analysis of tables and graphs to display quantitative data.  | measures of dispersion (range and standard deviation) to determine conclusions on data. It involves the analysis of tables and graphs to display quantitative data. Students will design a study and develop a questionnaire thoroughly analysing their results.<br><br>Defining psychopathology involves an understanding of statistical infrequency and normal distribution. It includes percentages and standard deviation.   | will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages. They will be questioned on research methods content such as sampling methods, experimental design and percentages when exploring psychological research.  | will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages. They will be questioned on research methods content such as sampling methods, experimental design and percentages when exploring psychological research.   | will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages. They will be questioned on research methods content such as sampling methods, experimental design and percentages when exploring psychological research.  | will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages. They will be questioned on research methods content such as sampling methods, experimental design and percentages when exploring psychological research.   |
| <b>Links to careers / aspirations</b>  | Links to theorists work in practice today e.g psychoanalysis and rogerian/person-centred therapy.  | Links to careers in market research, policy work, experimental psychology, data analysis.<br><br>Links to the role of a therapist and the different forms of treatments they provide. For example CBT.   | Links to activism and how people are able to persuade the majority/ Social Justice, Social Impact careers.  | Links to how detectives question people.   | Can link to early years careers and work with looked after/institutionalised children.<br><br>Links to animal behavioural specialists, zoology and animal care.   | Links to the work of neuroscientists.  |
| <b>Cultural Capital</b>                | The course provides cultural capital through the exploration of psychological history. Students gain a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.<br><br>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.<br><br>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.<br>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Pavlov (a Russian Psychologist known for his research on classical conditioning) and Skinner (an American Psychologist known for his research on operant conditioning). | The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.<br><br>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.<br><br>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.<br>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Beck (an American Psychiatrist known for his cognitive theory of depression) and Jahoda (an Austrian-British social psychologist who devised a theory on ideal mental health).<br>Students learn the importance of BPS and the ethical guidelines. | The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.<br><br>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.<br><br>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.<br>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Asch (a Polish-American Gestalt psychologist and pioneer in social psychology) and Milgram (an American social psychologist known for his controversial research on obedience). | The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.<br><br>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.<br><br>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.<br>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries. | The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.<br><br>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.<br><br>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.<br>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Bowlby (British psychiatrist and psychoanalyst known for his attachment theory) and Lorenz (an Austrian zoologist and ethologist known for his work on newborn animals and imprinting). | The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.<br><br>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.<br><br>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.<br>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries. |
| <b>Practical Application of Skills</b> | Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.<br><br>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.<br><br>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.<br><br>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.  | Students design a study, which involves devising their own questionnaire and conduct a pilot study of their psychological research.<br><br>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.<br><br>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.<br><br>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.   | In the social influence unit, students will recreate Asch's study on conformity and in the memory unit, they will participate in several memory tests, including the digit span test.<br><br>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.<br><br>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.<br><br>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.  | Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.<br><br>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.<br><br>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.<br><br>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.  | In the attachment unit, students will take part in 'the egg project' whereby they will look after an egg for a week and apply various principles of attachment.<br><br>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.<br><br>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.<br><br>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.  | Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.<br><br>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.<br><br>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.<br><br>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.  |