

## Psychology Unit Overview Year 12

### Unit: Social Influence

The content of the Year 12 Psychology course is not reliant on prior learning. All written skills and numerical techniques will be delivered and developed during the two year course. The challenges faced by students in returning to and starting Year 12 A Level content is recognised, and support will be offered to help them return and get back into an academic routine. Every year students experience some challenge with the level of skill required to successfully transition to A Level and answer A Level questions. These skills are nurtured over the two years of the course and are practiced regularly throughout.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Social Influence- Conformity, obedience, social change</p>	<p>Knowledge: Types of conformity, conformity to social roles, explanations for obedience, social Change: explanations of resistance to social influence, minority influence, the role of social influence.</p> <p>Understanding: Students will have understanding of theories and research. They will understand how to evaluate research in terms of its reliability and validity and be able to evaluate theories in terms of bias. Students will show a deep appreciation of ethical issues.</p> <p>Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to PER when covering Obedience and Milgram</p> <p>Drawing on personal examples in everyday life</p> <p>Link to key issues in the media for social change</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

<b>Unit: Memory</b>				
<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
Memory- models, LTM, Forgetting and EWT	<p>Knowledge: Models of memory: Multi-store model, The working memory model, Types of Long-Term Memory. Explanations for forgetting: Interference and retrieval failure. Factors affecting eyewitness testimony: Misleading information, Anxiety. Improving the accuracy of EWT: Cognitive interview.</p> <p>Understanding: Students will have understanding of theories, models and research. They will understand how to evaluate research in terms of its reliability and validity and be able to evaluate theories in terms of applicability.</p> <p>Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to science and how to conduct experiments</p> <p>Drawing on personal examples in everyday life</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

**Unit: Research Methods Year One Material**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Research Methods</p>	<p>Knowledge: Know what is involved in the experimental method and the scientific process. Features of observations, interviews and questionnaires. How to control variables, ethical issues and how to deal with them, and implications. Data analysis and use of descriptive statistics.</p> <p>Understanding: Develop and demonstrate a deep appreciation of scientific methods. Know the strengths and limitations of a range of research methods and how to deal with issues surrounding their use. Be able to use descriptive statistics to analyse data.</p> <p>Skills: Define key terms; demonstrate independence; apply understanding to research studies and evaluate methods.</p>	<p>Students will be able to confidently analyse, in detail, psychological research methods.</p> <p>Students will show a logical chain of reasoning in issues with using particular methods, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research methods.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to science use of experiments</p> <p>Links made top subjects when questionnaires have been carried out</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

Unit: Attachments				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Attachments	<p>Knowledge: theories of formation of attachments- Bowlby and Learning theory and development- Schaffer and Emmerson. Types of attachments- Ainsworth and cultural differences. Effects of deprivation and privation. The influence of early atts in adulthood. Understanding: Students will have understanding of theories and research. They will understand how to evaluate research in terms of its reliability and validity and be able to evaluate theories in terms of bias. Students will show a deep appreciation of ethical issues.</p> <p>Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	Links to Approaches and SLT	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

Unit: Approaches				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Approaches	<p>Knowledge: How Psychology was first established and Introspection, the basics of Freud's Psychodynamic approach, Humanistic explanation for human behaviour, the basics of Behaviourism; Pavlov and Skinner, Biological explanation of behaviour, Beck and Ellis' cognitive theory, Bandura's Social learning theory, a comparison of all approaches.</p> <p>Understanding: Students will have understanding of theories of behaviour and research that developed the theory. They will understand how to evaluate the different approaches in terms of the scientific nature of the theories, determinism and reductionism and the nature vs. nurture debate.</p> <p>Skills: Define key terms; demonstrate independence; apply the approaches to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to GCSE science</p> <p>Links to Memory topic</p> <p>Links to own experiences</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

**Unit: Psychopathology**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Psychopathology- phobias, OD and depression</p>	<p>Knowledge: Know the behavioural, cognitive and emotional characteristics of each disorder. Know the Behavioural approach to phobias and how to treat phobias, the Cognitive explanation for depression and how CBT would manage depression, and the Biological approach to OCD and drug therapy.</p> <p>Understanding: Students will have understanding of how each psychological theory would explain a mental disorder and treat it. They will understand how to evaluate the different approaches in terms of supporting/ disputing research and the effectiveness of therapy. Students will be able to evaluate each approach using a different psychological approach.</p> <p>Skills: Define key terms associated with each approach and mental health disorder; demonstrate independence; apply the approaches to novel situations, analyse and evaluate supporting research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology. Students will show joined up thinking, whereby details from other units synoptically. Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research. Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to the Approaches topic</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

**Unit: Biopsychology Year One Material**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does mastery look like?</b>	<b>How does this build on prior learning?</b>	<b>What additional resources are available?</b>
Biopsychology	<p>Knowledge: the nervous system, endocrine system, fight and flight and the structure of the brain.                      Understanding: Students will have understanding of the structure of the nervous system, how the fight or flight response is activated and the structure of the brain and its effects on behaviour.                      Skills: Define key terms associated with biological process; demonstrate independence; apply to novel situations, analyse and evaluate supporting research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.                      Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.                      Students will show joined up thinking, whereby details from other units synoptically.                      Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.                      Reading beyond the set texts are evidence and show modern day application.</p>	Links made to the Approaches topic and the biological approach	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>