

## Psychology

### Progression Model – Y12

Module Title: Research methods Approaches (including biopsychology)	Module Title: Psychopathology Memory	Module Title: Attachments Social Influence
<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding the research methods used in psychology</li> <li>• To develop and understanding of scientific processes and techniques of data handling.</li> <li>• To be familiar with strengths and limitations of research methods.</li> <li>• To develop knowledge and understanding of each psychological approach</li> <li>• To analyse and compare approaches</li> <li>• To make effective discussion and evaluation points about each approach.</li> </ul>	<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> <li>• To be able to outline and evaluate definitions of abnormality</li> <li>• To understand the characteristics of phobias, depression and OCD.</li> <li>• To be able to understand and evaluate each the behavioural, cognitive and biological explanation of each mental illness and the treatments.</li> <li>• To develop knowledge and understanding of memory studies/research and be able to effectively evaluate them.</li> <li>• To be able to understand concepts and theory about memory (models of memory)</li> <li>• To be able to analyse and apply knowledge from memory to real life scenarios/exam questions.</li> <li>• </li> </ul>	<p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of attachment studies/research and be able to effectively evaluate them</li> <li>• To be able to outline and evaluate theories of attachment</li> <li>• To be able to analyse and apply knowledge of attachment theory/research to real life scenarios/exam questions.</li> <li>• To develop knowledge and understanding of social influence studies/research and be able to effectively evaluate them.</li> <li>• To be able to understand concepts and theory about conformity, obedience and minority influence</li> <li>• To be able to analyse and apply knowledge of social influence to real life scenarios/exam questions.</li> <li>• To be able to discuss the role of social influence processes in social change</li> </ul>

<p>Key Content to be learned:</p> <ul style="list-style-type: none"> <li>• Experimental method</li> <li>• Control of variables</li> <li>• Experimental design</li> <li>• Types of experiment</li> <li>• Sampling</li> <li>• Ethical issues</li> <li>• Pilot studies</li> <li>• Observational design</li> <li>• Observational techniques</li> <li>• Self-report design</li> <li>• Correlations</li> <li>• Data analysis: kinds of data</li> <li>• Data analysis: descriptive statistics</li> <li>• Data analysis: graphs</li> <li>• Mathematical content</li> <li>• Intro to sign test</li> <li>• Peer review and psychology and economy</li> </ul> <p>Approaches</p> <ul style="list-style-type: none"> <li>• Introduction to the approaches</li> <li>• Origins of psychology</li> <li>• The behavioural/learning approach</li> <li>• The social learning theory</li> <li>• The cognitive approach</li> <li>• The biological approach</li> <li>• The psychodynamic approach</li> <li>• The Humanistic approach</li> <li>• Comparison of the approaches</li> <li>• </li> </ul> <p>Biopsychology</p> <ul style="list-style-type: none"> <li>• The nervous system</li> <li>• The endocrine system</li> <li>• The structure and function of neurons</li> </ul>	<p>Key content to be learned:</p> <p>Psychopathology</p> <ul style="list-style-type: none"> <li>• Definitions of abnormality</li> <li>• Phobias</li> <li>• Depression</li> <li>• OCD</li> <li>• The behavioural approach to explaining phobias</li> <li>• The behavioural approach to treating phobias</li> <li>• The cognitive approach to explaining depression</li> <li>• The cognitive approach to treating depression</li> <li>• The biological approach to explaining OCD</li> </ul> <p>The biological approach to treating OCD</p> <p>Memory</p> <ul style="list-style-type: none"> <li>• Coding capacity and duration of memory</li> <li>• The multi store model of memory</li> <li>• Types of long-term memory</li> <li>• The working memory model</li> <li>• Explanations for forgetting: <i>Interference</i></li> <li>• Explanations for forgetting: Retrieval <i>failure</i></li> <li>• Factors affecting accuracy of EWT: <i>Misleading information</i></li> <li>• Factors affecting accuracy of EWT: anxiety</li> <li>• Factors affecting accuracy of EWT: <i>Cognitive interview</i></li> </ul>	<p>Key Content to be learned:</p> <p>Attachment</p> <ul style="list-style-type: none"> <li>• Reciprocity and interactional synchrony</li> <li>• Schaffer's stages of attachment</li> <li>• Explanations of attachment: learning theory</li> <li>• Explanations of attachment: Bowlby's theory</li> <li>• Ainsworth's strange situation</li> <li>• Cultural variations in attachment</li> <li>• Bowlby's theory of maternal deprivation</li> <li>• Romanian orphan studies</li> </ul> <p>Influence of early attachment on later relationships.</p> <p>Social influence</p> <p>Conformity</p> <ul style="list-style-type: none"> <li>• Types and explanations</li> <li>• Asch's research</li> <li>• Zimbardo's research</li> </ul> <p>Obedience</p> <ul style="list-style-type: none"> <li>• Milgram's research</li> <li>• Situational Variables</li> <li>• Social psychological factors</li> <li>• Dispositional explanations</li> <li>• Resistance to social influence</li> </ul> <p>Minority Influence</p> <ul style="list-style-type: none"> <li>• Minority influence</li> <li>• Social influence and Social Change</li> </ul>
--	--	--

<ul style="list-style-type: none"> <li>• Synaptic transmission</li> <li>• Fight or flight</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Key tasks for this module:</p> <ol style="list-style-type: none"> <li>1. Part of research methods exam paper 2 (12 marks)</li> <li>2. Full research methods exam paper 2 (12 marks)</li> <li>3. Outline and evaluate the behaviourist approach. [16 marks]</li> <li>4. Outline and evaluate the psychodynamic approach. [8 marks]</li> <li>5. Part of biopsychology exam paper 2 (12 marks)</li> </ol>	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> <li>1. Discuss the cognitive approach to explaining depression. [16 marks]</li> <li>2. Outline and evaluate biological treatments for depression. [16 marks]</li> <li>3. Outline and evaluate the multi store mode. [16 marks]</li> <li>4. Describe the effects of anxiety on the accuracy or EWT. (4 Marks) Evaluate the cognitive interview (6 marks)</li> <li>5. Outline and evaluate the definitions of abnormality. (16 marks)</li> </ol>	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> <li>1. Outline and evaluate animal studies of attachment. (16 marks)</li> <li>2. Describe and evaluate research into the influence of attachment on childhood and adult relationships. (16 marks)</li> <li>3. Part of attachment exam paper 1 (12 marks)</li> <li>4. 'Part of social influence exam paper. [12 marks]</li> <li>5. Describe and evaluate 2 explanations of resistance to social influence (16 marks)</li> </ol>

Progression Model – Y13

Module Title: Issues and Debates Research Methods	Module Title: Biopsychology Schizophrenia	Module Title: Relationships Forensics
<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> <li>• To strengthen knowledge and understanding the research methods used in psychology</li> <li>• To develop and understanding of scientific processes and analysing and interpreting data</li> <li>• To be able to assess reliability and validity of research methods in order to evaluate their use.</li> <li>• To develop knowledge and understanding of issues and debates within psychology.</li> <li>• To analyse and compare issues and debates</li> <li>• To make synoptic links with issues and debates across other topic areas.</li> </ul>	<p>Learning Intent for this module:</p> <ul style="list-style-type: none"> <li>• To understand the functions of the brain and localisation.</li> <li>• To be able to understand and evaluate ways of measuring the brain.</li> <li>• To understand and assess research into the human brain and how the brain changes after trauma</li> <li>• To explore biological rhythms and evaluate research.</li> <li>• To develop knowledge and understanding biological and psychological explanations of schizophrenia.</li> <li>• To develop knowledge and understanding biological and psychological treatments of schizophrenia.</li> <li>• To develop knowledge and understanding of the interactionist approach to schizophrenia.</li> <li>• To be able to analyse and evaluate research and theories in relation to schizophrenia.</li> </ul>	<p>Learning Intent for this Module:</p> <ul style="list-style-type: none"> <li>• To be understand and evaluate sexual selection and human reproductive behaviour.</li> <li>• To develop knowledge and understanding of factors affecting attraction.</li> <li>• To be able to outline and evaluate theories of romantic relationships</li> <li>• To develop knowledge and understanding of virtual relationships and parasocial relationships and be able to effectively evaluate them.</li> <li>• To develop knowledge and understanding offender profiling and be able to evaluate theories.</li> <li>• To develop knowledge and understanding biological and psychological explanations of offending behaviour.</li> <li>• To be able to outline and evaluate ways of dealing with offending behaviour.</li> <li>• To be able to understand concepts and theory about conformity, obedience and minority influence</li> </ul>

		<ul style="list-style-type: none"> <li>To be able to analyse and apply knowledge of social influence to real life scenarios/exam questions.</li> <li>To be able to discuss the role of social influence processes in social change</li> </ul>
<p>Key Content to be learned:</p> <ul style="list-style-type: none"> <li>Correlations</li> <li>Case studies and content analysis</li> <li>Reliability</li> <li>Types of validity</li> <li>Choosing a statistical test</li> <li>Probability and significance</li> <li>Tests of difference: Mann Whitney and Wilcoxon</li> <li>Parametric tests of difference: Unrelated and related t tests</li> <li>Tests of correlations: Spearman's and Pearson's</li> <li>Tests of association: Chi squared</li> <li>Reporting psychological investigations</li> <li>Features of science</li> </ul> <p>Issues and Debates</p> <ul style="list-style-type: none"> <li>Gender bias</li> <li>Culture bias</li> <li>Freewill and determinism</li> <li>Nature-nurture debate</li> <li>Holism and Reductionism</li> <li>Idiographic and Nomathetic approaches</li> </ul>	<p>Key content to be learned:</p> <p>Biopsychology</p> <ul style="list-style-type: none"> <li>Localisation of function in the brain</li> <li>Plasticity and functional recovery of brain</li> <li>Split brain research and hemispheric lateralisation</li> <li>Ways of investigating the brain</li> <li>Circadian rhythms</li> <li>Infradian rhythms</li> <li>Endogenous pacemakers and exogenous zeitgebers</li> </ul> <p>Schizophrenia</p> <ul style="list-style-type: none"> <li>Classification of schizophrenia</li> <li>Biological explanations of schizophrenia</li> <li>Psychological explanations of schizophrenia</li> <li>Biological therapies for schizophrenia</li> <li>Psychological therapies for schizophrenia</li> </ul>	<p>Key Content to be learned:</p> <p>Relationships</p> <ul style="list-style-type: none"> <li>Sexual selection and human reproductive behaviour</li> <li>Self disclosure</li> <li>Physical attractiveness</li> <li>Filter theory</li> <li>Social exchange theory</li> <li>Equity theory</li> <li>Rusbult's investment model</li> <li>Duck's breakdown model</li> <li>Virtual relationships</li> <li>Parasocial relationships</li> </ul> <p>Forensics</p> <ul style="list-style-type: none"> <li>Top down approach</li> <li>Bottom up approach</li> <li>Biological explanations: Atavistic form</li> <li>Biological explanations :Genetic and Neural</li> <li>Psychological explanations: Eysenck</li> </ul>

<ul style="list-style-type: none"> <li>• Ethical implications and socially sensitive research</li> </ul>	<ul style="list-style-type: none"> <li>• The interactionist approach to schizophrenia</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological explanations: Cognitive explanations</li> <li>• Psychological explanations: Differential association theory</li> <li>• Psychological explanations: Psychodynamic explanations</li> <li>• Dealing with offender behaviour: custodial sentencing</li> <li>• Dealing with offender behaviour: behaviour modification</li> <li>• Dealing with offender behaviour: anger management</li> <li>• Dealing with offender behaviour: restorative justice</li> </ul>
<p>Key tasks for this module:</p> <ol style="list-style-type: none"> <li>1. Discuss the freewill and determinism debate (16 marks)</li> <li>2. Discuss the idiographic and nomothetic approach in psychology. Refer to two topics you have studied in psychology. (16 marks)</li> <li>3. Statistical tests exam question [7 marks]</li> <li>4. Design a study question (12 marks)</li> <li>5. Part of RM paper (12 marks)</li> </ol>	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> <li>1. Discuss the extents to which brain functions are localised. Refer to evidence in your answer [16 marks]</li> <li>2. Describe and evaluate scanning techniques as a way of investigating the brain. [16 marks]</li> <li>3. Part of biopsychology exam paper [12 marks]</li> <li>4. Describe and evaluate antipsychotics as a treatment for schizophrenia (16 marks)</li> <li>5. Describe and evaluate the interactionist approach to both explaining and treating schizophrenia. (16 marks)</li> </ol>	<p>Key tasks for this module:</p> <ol style="list-style-type: none"> <li>1. Discuss the relationship between sexual selection and human reproductive behaviour (16 marks)</li> <li>2. Describe and evaluate the filter theory of romantic relationships. ( 16 marks)</li> <li>3. Discuss one historical approach to offender behaviour. Refer to evidence in your answer.</li> <li>4. Discuss the differential association theory of offending. Refer to at least one other explanation of offending in your answer. (16 marks)</li> <li>5. Discuss restorative justice as a way of dealing with offenders. (16 marks)</li> </ol>

