

## PCHS Curriculum Information 2023-24

<b>Course Title: Psychology</b>	<b>Exam Board: AQA</b>	<b>Specification Code: 7182</b>
<p><b>How will students be assessed?</b>                  Students will sit three external exams at the end of Year 13                  Paper 1: Introductory Topics (Social influence, Attachment, Psychopathology and memory)                  Paper 2: Psychology in Context (Approaches in psychology, Biopsychology, Research methods)                  Paper 3: Issues and options in Psychology- Issues and debates and the options we study are Relationships, Schizophrenia and Forensic psychology                  10% of the marks are from maths content                  All exams are 2 hours in length and worth 33.3% of the A level marks and are a combination of multiple choice questions, short answer and extended writing</p>		

<b>KEY CONTENT</b>	
<b>Teacher 1 - 7 Lessons per fortnight</b>	<b>Teacher 2 - 2 lessons per fortnight</b>
<p><b>Half Term 1</b>  <b>Approaches in Psychology</b> Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <p>The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. Humanistic Psychology: free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.                  • Comparison of approaches.</p>	<p><b>Half Term 1-3</b>  <b>Social influence</b></p> <ul style="list-style-type: none"> <li>• Types of conformity: internalisation, identification and compliance.</li> </ul> <p>Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <ul style="list-style-type: none"> <li>• Conformity to social roles as investigated by Zimbardo.</li> <li>• Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.</li> </ul>
<p><b>Half Term 2</b></p>	<ul style="list-style-type: none"> <li>• Explanations of resistance to</li> </ul>

<p><b>Attachment</b> • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>	<p>social influence, including social support and locus of control.</p> <ul style="list-style-type: none"> <li>• Minority influence including reference to consistency, commitment and flexibility.</li> <li>• The role of social influence processes in social change</li> </ul>
<p><b>Half Term 3: Research methods</b>  Scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations:</p> <ul style="list-style-type: none"> <li>• Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</li> <li>• Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</li> <li>• Self-report techniques. Questionnaires; interviews, structured and unstructured.</li> <li>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</li> </ul>	
<p><b>Half Term 4 &amp; 5</b>  <b>Psychopathology</b> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy</p>	<p><b>Half Term 4 &amp; 5</b>  <b>Memory</b> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive</p>

interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

**Half Term 6**  
Revision  
Y12 Summer Exam  
Review and Preview