



The Psychology A-level course and exams:

Welcome to Psychology –this subject shines a light on our own behaviour and the behaviour of others. It is a course which assessed entirely by exam, there is no assessed coursework. Psychology exams are weighted equally and are each two hours long, worth 96 marks each. They are not standardised, so the number of questions and value of each question is not known when you enter the exam. This makes the exams unpredictable, and challenging.

Over the A-level course, you will learn and practise the various skills that will enable you to tackle *whatever* questions arise in the exams. You will discover a wide range of topics (there are 11 in total), a variety of styles of question, and fascinating array of issues which all relate to the study of mind and behaviour in some way.

Here is the basic plan for your two years of study:

YEAR 12	Sep-Oct	Oct-Christmas	New Year-February	March-Easter	April-May	Summer
Topics	Attachment	Social Influence Research Methods	Social influence then Memory Research Methods then Psychopathology	Memory Psychopathology	Approaches	Approaches then Biopsychology (if time)
Running themes	Research methods Building exam techniques		Building & practising exam techniques			
Probable mock exams	(end of topic tests for each topic)		(end of topic tests following each topic)		Paper 1	Paper 1 (opportunity to improve)
YEAR 13	Sep-Oct	Nov-Christmas	New Year-February	March-Easter	April-May	Summer
Topics	Finalise Biopsychology Research Methods	Schizophrenia Issues & Debates	Schizophrenia Relationships	Forensic Psychology	Exam preparation	Exams
Running themes	Practising exam techniques		Research methods			
Possible mock papers		Paper 2	Partial Paper 3			

Y12 in more detail:

*the week numbers are given as a guide only	Teacher 1 Overview: ½ Attachment Social influence <u>Memory</u> ½ Approaches Content aims: by the end of Y12 students will have completed all of Paper 1 and covered Approaches from Paper 2. Ideally, they will have	Teacher 2 Overview: ½ Attachment Research Methods Psychopathology ½ Approaches Content aims: by the end of Y12 students will have completed all of Paper 1 and covered Approaches from Paper 2. Ideally, they will have started BioPsychology, another paper 2 topic
---	--	---

		<p>started BioPsychology, another paper 2 topic.</p> <p>Assessments: formative assessments include 16 mark questions and a range of application questions. The mock exams will be a full Paper 1.</p> <p>Each Paper 1 topic is followed by an AO1 focussed knowledge/topic test</p>			<p>Assessments: formative assessments. include 8 mark questions and a range of Research Methods questions. The mock exams will be a full Paper 1.</p> <p>Each Paper 1 topic is followed by an AO1 focussed knowledge/topic test</p>	
Week*	Topic /content / delivery	Key language and/or skills introduced	Key language and/or skills re-visited	Topic /content / delivery	Key language and/or skills introduced	Key language and/or skills re-visited
1	Introduction to psychology	IV/DV basic methods language Transition work lesson	Baseline assessment	Introduction	Reading list Study techniques UpLearn	Baseline assessment
2 to 3	<p>ATTACHMENT:</p> <p>CAREGIVER-INFANT INTERACTION</p> <p>SCHAFFER'S STAGES</p>	<p>Reciprocity Interactional synchrony</p> <p>Asocial Indiscriminate Specific Multiple Secondary attachments</p>		<p>ATTACHMENT:</p> <p>TYPES</p> <p>CULTURAL VARIATIONS</p>	<p>Strange situation Secure attachment Insecure-avoidant Insecure-resistant Meta-analysis</p> <p>Quantitative data</p>	

	<p>CONFORMITY (ASCH)</p> <p>CONFORMITY: SOCIAL ROLES (ZIMBARDO)</p>	<p>Unanimity Task difficulty</p> <p>Stanford Prison Experiment De-individuation</p>		<p>SAMPLING</p> <p>EXPERIMENTAL DESIGNS</p> <p>EXPERIMENTAL HYPOTHESES</p>	<p>Repeated measures Independent groups Matched pairs Controlling variables Counterbalancing</p> <p>Directional Nondirectional Null</p>	Past exam Qs on experiments
10 to 11	<p>FINISH ZIMBARDO</p> <p>OBEDIENCE (MILGRAM)</p> <p>OBEDIENCE: SITUATIONAL VARIABLES</p>	<p>Confederate Quantitative data Qualitative data</p> <p>Proximity Location Uniform Dispositional Authoritarian personality</p>		<p>RESEARCH METHODS:</p> <p>FOCUS ON TECHNIQUES (self-report, observation, case studies correlations, content analysis, pilot studies, peer review)</p> <p>SELF-REPORT TYPES OF LTM</p>	<p>Episodic Semantic Procedural</p> <p>Questionnaires Interviews Social desirability</p>	

					Internal validity Clive Wearing	
12 to 13	<p>OBEDIENCE: SOCIAL PSYCHOLOGICAL FACTORS</p> <p>RESISTANCE TO SOCIAL INFLUENCE</p>	<p>Agentic state Legitimacy of authority</p> <p>Resistance Social support Locus of control</p>		<p>OBSERVATION</p> <p>CORRELATION</p> <p>CASE STUDIES</p>	<p>Naturalistic Controlled Overt Covert Participant Non-participant</p> <p>Scattergraph Co-efficient Positive Negative</p> <p>Unique Insight Qualitative Validity Reliability</p>	Revisit ethics, qualitative and quantitative data
14 to 15	<p>MINORITY INFLUENCE</p> <p>SOCIAL INFLUENCE AND SOCIAL CHANGE</p>	<p>Consistency Commitment Flexibility</p> <p>Drawing attention Consistency Deeper processing Augmentation principle Snowball effect Social cryptoamnesia</p>		<p>CONTENT ANALYSIS</p> <p>PILOT STUDIES</p> <p>PEER REVIEW</p> <p>FOCUS ON EVALUATION</p>	<p>Categories Quantitative Control</p> <p>Consistency Replicable Face validity</p>	

				RELIABILITY / VALIDITY	Internal External	
16 to 17	<p>MEMORY:</p> <p>CODING, CAPACITY, DURATION</p> <p>MULTI-STORE MODEL</p>	<p>STM LTM Coding Capacity Duration Chunking Acoustically Semantically</p> <p>Sensory register Maintenance rehearsal Retrieval HM</p>	(organise end of topic tests for Social Influence)	<p>ETHICS (including dealing with ethical problems)</p> <p>PSYCHOLOGY AND THE ECONOMY</p> <p>FOCUS ON DATA PRESENTATION</p> <p>DESCRIPTIVE STATISTICS</p> <p>GRAPHS</p> <p>DISPERSION</p>	<p>Consent Confidentiality Privacy Harm</p> <p>Mean Median Mode Range Standard deviation Scatter graph Bar chart Frequency polygon Histograms</p>	brief revisit of correlations (to help with scatter graphs)

					Skew Negative skew Positive skew	
18 to 19	WORKING MEMORY MODEL	Central executive Phonological loop Visuospatial sketchpad Episodic buffer		PSYCHO- PATHOLOGY DEFINITIONS OF ABNORMALITY	Statistical infrequency Deviation from social norms Failure to function adequately Deviation from ideal mental health	Organise RM assessment

20 to 21	<p>FORGETTING: RETRIEVAL FAILURE</p> <p>FORGETTING: INTERFERENCE</p>	<p>Encoding specificity principle</p> <p>Context-dependent forgetting</p> <p>State-dependent forgetting</p> <p>Proactive</p> <p>Retroactive</p>		<p>PHOBIAS</p> <p>BEHAVIOURAL APPROACH: EXPLAINING PHOBIAS</p>	<p>DSM-5 Behavioural / Emotional / Cognitive characteristics of phobias</p> <p>Two process model</p> <p>Acquisition by classical conditioning</p> <p>Maintenance by operant conditioning</p>	
22 to 23	<p>EYE WITNESS TESTIMONY: MISLEADING INFORMATION</p> <p>EYE WITNESS TESTIMONY: ANXIETY</p>	<p>Leading questions</p> <p>Post-event discussion</p> <p>False memory</p> <p>Anxiety</p> <p>Weapon focus</p> <p>Yerkes Dodson Law</p>		<p>Behavioural Approach: Treating phobias</p> <p>Depression</p> <p>Cognitive Approach: Explanations of depression</p>	<p>Systematic desensitisation</p> <p>Flooding</p> <p>DSM-5 Behavioural / Emotional / Cognitive characteristics of depression</p> <p>Negative triad</p> <p>ABC model</p>	

24 to 25	<p>EYE WITNESS TESTIMONY: COGNITIVE INTERVIEW</p> <p>REVIEW MEMORY AND ATTACHMENT TOPICS</p>	ECI	(organise end of topic tests for Memory)	<p>Cognitive Approach: Treatments of depression</p> <p>OCD</p>	<p>CBT REBT</p> <p>DSM-5 Behavioural / Emotional / Cognitive characteristics of OCD</p>	
26 to 27	Consolidation of knowledge and exam technique – ‘what can you do with the knowledge that you have gained so far?’			<p>Biological Approach: Explaining OCD</p> <p>Biological Approach: Treatment of OCD</p>	<p>Genetic explanations Candidate genes Polygenic Serotonin Decision-making systems SSRIs Tricyclics SNRIs</p>	(organise end of topic test for Psychopathology)

28 to 29	APPROACHES COGNITIVE APPROACH BIOLOGICAL APPROACH	Internal mental processes Schema Inference Cognitive neuroscience Genes Biological structure Neurochemistry Genotype Phenotype Evolution		APPROACHES ORIGINS BEHAVIOURIST APPROACH	Introspection Standardised procedures Structuralism Paradigm Classical conditioning Operant conditioning Reinforcement	
30 to 31	PSYCHODYNAMIC APPROACH HUMANISTIC PSYCHOLOGY	Id, ego, superego Psychosexual stages Defence mechanisms Free will Maslow's hierarchy of needs Self-actualisation Client-centred		SLT COMPARISON OF APPROACHES	Imitation Identification Modelling Vicarious reinforcement Meditational processes Nature versus nurture Reductionism	
32 to 33	BIOPSYCHOLOGY INTRODUCTION OVERLAP WITH BIOLOGICAL APPROACH	CNS PNS Glands Hormones Fight or flight response Adrenaline		BIOPSYCHOLOGY LOCALISATION	Motor area Somatosensory area Visual area Auditory area Broca's area Wernicke's area	

34 to 35	NEURONS AND SYNAPTIC TRANSMISSION	(all labels and processes involved in synaptic transmission) Excitation Inhibition Summation		PLASTICITY	Plasticity Hippocampus Positive correlation Functional recovery Axonal sprouting Reformation of blood vessels Recruitment of homologous area	
----------	-----------------------------------	---	--	------------	--	--

Summary of Year 13 Psychology:

Complete Paper 2 BioPsychology (including a Paper 2 mock exam)

Study Paper 3: Issues & Debates, Relationships, Schizophrenia and Forensic Psychology (including Paper 3 assessments)