

**Purpose of Unit: An introduction into studying abstract concepts that we can't see but result in observable behaviour. Students understand how our memory works and is affected by different variables.**

**Key Learning/Knowledge:**

- Coding, capacity and duration of sensory, short-term and long-term memory. Multi-Store Model of memory (MSM)
- Working Memory model (WMM)
- Types of Long-term memory
- Explanations for forgetting: Interference and retrieval failure
- Factors affecting the accuracy of eyewitness testimony: Misleading information and anxiety
- Improving the accuracy of eyewitness testimony: Cognitive interview

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how our memory works.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Coding**— the format in which information is stored in the different stores.  
**Capacity**—the amount of information that can be held in a memory store.  
**Duration**—the length of time information can be held in memory  
**Phonological loop** – Processes auditory information in WMM  
**Visuo-spatial sketchpad** – Processes visual and spatial information in WMM  
**Central executive** – directs information to slave systems in WMM  
**Episodic buffer** – general store. Integrates info from phonological loop and visuo-spatial  
**Episodic memory** – Type of LTM, specific events personal to individual  
**Semantic memory** – Type of LTM, meanings and connections between ideas, not personal to individual  
**Procedural memory** – Type of LTM, subconscious 'muscle memory', procedures that become second nature.  
**Interference** – forgetting due to similar information overwriting memory  
**Proactive interference** – old information interfering with new  
**Retroactive interference** – new information interfering with old  
**Retrieval failure** – forgetting due to absence of cues  
**Context dependent forgetting** – lacking cues from environment leading to forgetting  
**State dependent forgetting** – lacking internal cues (e.g. sleepiness, stress) leading to forgetting  
**Cognitive interview** – 4 interview techniques based on psychological understanding of memory

**Links to prior knowledge/learning:**

If the students have completed the summer work (attended the induction day), many of the topics and concepts are directly related to the memory topic.

Students will be required to use writing skills, numeracy skills and analytical thinking learned through their GCSE learning, particularly their understanding of the scientific method studied in GCSE Science.

Through their own reading and consumption of media, students may be aware of different important concepts in psychology. An optional reading list is provided on induction day.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout.

Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit:**

Students understand the scientific method and how it is utilised in psychological research. Students can explain how psychologists carry out the research process and can evaluate the effectiveness of different research methods.

**Key Learning/Knowledge:**

- Positivist ways of carrying out research.
- The null and alternative hypotheses and how variables are operationalised.
- Ethical considerations in research and the importance of an ethics board.
- Experimental design and types.
- Sampling methods and appropriate populations.
- The differences between experiments, correlations and observations.
- Types of data and how they can be handled in research.

**Key Skills:**

1. Interpreting quantitative and qualitative data and using essential measures of central tendency.
2. Explaining the process of deciding experimental design and type, when each method is most appropriate.
3. Applying research methods knowledge to different contexts in psychological research.
4. Interpreting graphical and tabulated data. Understanding the difference between qualitative and quantitative data particularly in how it can be used.
5. Explaining the central concepts of the scientific method and how these are embedded in research practise.

**Key Vocabulary and meanings:**

**Internal Validity** – the extent to which a study achieves what it sets out to do.

**External validity** – the extent at which the results can be generalised outside of the study.

**Extraneous variables**—possible unwanted variables that may alter the results of the experiment that must be removed.

**Independent groups**—when two different groups complete two different conditions.

**Repeated measures**—all participants complete all the conditions.

**Matched pairs** –participants are paired together based on a variable related to an experiment.

**Lab experiment** – highly controlled experiment where conditions can be controlled.

**Field experiment**—IV manipulated in a more natural every day setting e.g. researcher goes to the participants

**Quasi-experiment**—the IV is based on an already existing difference between people e.g. age, race. Like a natural experiment the IV cannot be altered.

**Sampling**—selecting participants from a group in order to best conduct your experiment

**Ethical issues**—a conflict between the rights of the participant and the goals the researcher intends to produce.

**Correlation**—a technique in which a researcher investigates the association between two co-variables.

**Quantitative Data** – Numerical data

**Qualitative Data** – Verbal data

**Links to prior knowledge/learning:**

Prior knowledge in GCSE maths is relevant. Scientific method as discussed and used in GCSE science is relevant along with many of the key terms such as variable.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout.

Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit:** Students understand how and why we form attachments, using different psychological perspectives. Students understand how the quality and consistency of early years attachment affect us in later life.

**Key Learning/Knowledge:**

- Early attachment formation – Reciprocity and Interactional synchrony
- Schaffer's stages of attachment
- Learning theory – Behaviourist approach and Cupboard Love
- Ainsworth's strange situation – Attachment types
- Bowlby's Monotropic theory and the internal working model
- Bowlby's theory of maternal deprivation
- Romanian Orphan studies

**Key Vocabulary and meanings:**

**Reciprocity** - where the caregiver and infant respond to one another's signals in a form of wordless conversation.

**Interactional synchrony** - caregiver and the infant reflect both the same actions/emotions and do this in a synchronised way.

**Primary caregiver** - this is the adult who spends the most time with the infant and takes primary responsibility for taking care of the child.

**Monotropic** – Related to one, the most important, caregiver.

**Critical period** - the time in which an attachment must form as outside of this period children will find it hard to ever develop an attachment otherwise.

**Internal working model** – An infant forms a model of how future relationships should be based on early attachments

**Cupboard love** – A behaviourist theory of attachment where classical and operant conditioning explain why infants attach to their caregivers through food

**Secure attachment** - often seen as most desirable. Shows moderate stranger and separation anxiety with an ease to comfort after caregiver returned.

**Strange Situation** – Invented and initially delivered by Mary Ainsworth, a procedural experiment where infants are assessed for their attachment type.

**Insecure avoidant** - shows weak anxiety to separation or strangers and has a weak attachment with the caregiver.

**Insecure resistant** – shows strong anxiety to separation or strangers but also resists comfort from the caregiver.

**Cultural variation** – Using Ainsworth's Strange Situation, different cultures show different proportions of attachment types

**Institutionalisation** – When an infant adjusts to the norms of a cold, distant institution due to lack of meaningful attachment to a caregiver.

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how our memory works.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Links to prior knowledge/learning:**

If the students have completed the summer work (attended the induction day), many of the topics and concepts are directly related to the attachment topic.

Students will be required to use writing skills, numeracy skills and analytical thinking learned through their GCSE learning, particularly their understanding of the scientific method studied in GCSE Science.

Through their own reading and consumption of media, students may be aware of different important concepts in psychology. An optional reading list is provided on induction day.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout.

Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit:**

Students understand the psychological research and concepts surrounding how individual behaviour is both influenced and manipulated by others.

**Key Learning/Knowledge:**

- Different forms of conformity.
- Asch's study and the variations of it.
- Milgram's study and the different forms of legitimacy of authority.
- Stanford prison experiment and the effects of social roles.
- Locus of Control, the authoritarian personality and how they affect conformity and obedience.
- The effects of minority influence on majority thinking and how this can be modulated through different processes.

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how social influence works.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Conformity-** Changing behaviour for the sake of others, often groups.

**Internalisation-** A powerful type of conformity where the individual changes their beliefs and ideals as well as their behaviour.

**Identification-** A type of conformity where an individual wishes to be part of a particular group and will change their behaviour to match them even if they don't share their ideals and beliefs.

**Compliance-** A temporary type of conformity in which we outwardly go along with the majority but in private disagree.

**Informative social influence (ISI) –**

Conformity due to the individual believing the group is right and wanting to be right themselves.

**Normative social influence (NSI) –**

Conformity due to the individual wanting to be liked and accepted by the group.

**Obedience-** A form of social influence where an individual follows direct orders from a figure of authority.

**Agentic state-** a mental state where a person feels no responsibility for their actions as they are acting for an authority figure.

**Authoritarian personality-** a personality which is more susceptible to obeying those in authority. These individuals are submissive to those of higher status but dismissive of those below.

**Minority influence-** A small number of people or a person persuades others to adopt their beliefs.

**Social cryptoamnesia-** a person has an alteration to their view/ memory yet have no memory of the change or how it happened.

**Links to prior knowledge/learning:**

Prior knowledge in GCSE maths is relevant. Experience of psychology research from the memory and research methods topic is useful for comparison.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit: An analysis of three key disorders (depression, Obsessive Compulsive Disorder and phobias) from different psychological approaches both in terms of how they begin and how they can be treated. Students also learn different ways of defining abnormality as a psychologist.**

**Key Learning/Knowledge:**

- Definitions of abnormality: Statistical infrequency, deviation from social norms, failure to function adequately, deviation from ideal mental health.
- Cognitive approach to depression: Characteristics, explanation, treatment.
- Behaviourist approach to phobias: Characteristics, explanation, treatment.
- Biological approach to OCD: Characteristics, explanation, treatment.

**Key Skills:**

- 1. Interpreting psychological research to draw conclusions about how our memory works.**
- 2. Applying psychological knowledge and understanding to a range of contexts.**
- 3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.**
- 4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.**
- 5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.**

**Key Vocabulary and meanings:**

**Statistical infrequency** – Definition of abnormality based on rarity and extremes on a normal distribution.

**Deviation from social norms** – Definition of abnormality based on behaviour outside of social expectations.

**Failure to function adequately** – Definition of abnormality based on not being able to complete basic daily routines and requirements.

**Deviation from ideal mental health** – Definition of abnormality based on Jahoda's criteria for ideal mental health.

**Behavioural characteristic** – A behaviour/action typically shown by someone with a particular disorder.

**Emotional characteristic** – Feelings or mood levels typically shown by someone with a particular disorder.

**Cognitive characteristic** – Thoughts or ideas typically shown by someone with a particular disorder.

**Negative triad** – A cognitive model to explain how negative feelings about the self, the world and the future impact each other.

**Muted affect** – A lessening of emotional responses.

**Cognitive behavioural therapy** – A type of therapy focussed on challenging irrational beliefs and providing the patient with skills to help themselves.

**Two-Process model** – Put forward by Mowrer to explain phobia formation. Involves initial classical conditioning with operant conditioning for maintenance.

**Systematic desensitisation** – A technique for treating phobias involving gradual improvement using calming techniques and a hierarchy of fear.

**Obsessions** – An intrusive, recurring thought or thought process that is difficult to get rid of.

**Compulsions** – An action or sequence of behaviours that provides temporary relief from an obsession.

**Drug therapy** – A therapy technique where medication is used to alleviate symptoms and sometimes treat the underlying condition of a disorder.

**Links to prior knowledge/learning:**

If the students have completed the summer work (attended the induction day), many of the topics and concepts are directly related to the psychopathology topic. Students will be required to use writing skills, numeracy skills and analytical thinking learned through their GCSE learning, particularly their understanding of the scientific method studied in GCSE Science. Through their own reading and consumption of media, students may be aware of different important concepts in psychology. An optional reading list is provided on induction day.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied. Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit: An exploration of 5 main approaches to Psychology and how they compare to each other. Each approach is critically examined through discussion of theory and examples of key research. Areas of merged approaches are also examined.**

**Key Learning/Knowledge:**

- Learning approaches: i) the behaviourist approach, classical conditioning, Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; ii) social learning theory, imitation, identification, modelling, vicarious reinforcement, the 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.
- The psychodynamic approach: the role of the unconscious, the structure of personality, 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.

**Key Vocabulary and meanings:**

**Classical conditioning** – Establishing a new association between two stimuli to achieve a conditioned response.  
**Operant conditioning** – Using rewards/punishment to change the likelihood of desired behaviour.  
**Mediational processes** – Factors that affect the success of social learning.  
**Schema** – A connected web of knowledge based on prior experience.  
**Computer model** – Understanding the human brain as a computer with inputs, outputs and processing.  
**Cognitive neuroscience** – The combination of cognitive models and brain scans.  
**Neurochemistry** – The levels of different neurotransmitters in the brain.  
**Genotype** – An individual’s genetic code, their biological instructions.  
**Phenotype** – The combination of genetic code and environment to generate an actual person.  
**Tripartite personality** – Freud’s model of the personality split into the Id, Ego and Superego.  
**Defence mechanisms** – Unconscious mechanisms that protect us from traumatic thoughts and experiences.  
**Self-actualisation** – The state of being where all needs are satisfied and the individual is becoming their best selves.  
**Congruence** – A state where the real self and ideal self are close.

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how our memory works.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
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**Links to prior knowledge/learning:**

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**Cross Curricular link/ World Issues:**

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**Purpose of Unit:**

To examine how elements of our biology influences our behaviour. Students will explore the structure and function of the brain and how behaviour may change because of brain damage.

**Key Learning/Knowledge:**

- The divisions of the nervous system: central and peripheral (somatic and autonomic)
- The structure and function of sensory, relay and motor neurons.
- The process of synaptic transmission
- Fight or flight response including the role of adrenaline
- Localisation of function in the brain: motor, somatosensory, visual, auditory and language centres
- Hemispheric lateralisation and split brain research
- Plasticity and functional recover of the brain after trauma
- Ways of studying the brain: scanning techniques including fMRI, EEG, ERP and post-mortem
- Biological rhythms: circadian, infradian and ultradian. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how biology influences behaviour.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Central nervous system (CNS)** – Consists of the brain and spinal cord. Origin of all complex commands and decisions

**Peripheral nervous system (PNS)** – Sends information to CNS from the outside world

**Neuron** – nerve cells that form the nervous system.

**Synaptic transmission** – process of communication between neurons

**Localisation of function** – Theory that different areas of the brain are responsible for specific behaviours

**Broca's area** – area in frontal lobe on the left hemisphere responsible for speech production

**Wernicke's area** – area in temporal lobe on the left hemisphere responsible for speech comprehension

**Hemispheric lateralisation** – theory that the two halves (hemispheres) of the brain are functionally different

**Plasticity** – brains tendency to change and adapt as a result of experience and new learning

**Circadian rhythm** – biological rhythm that takes around 24 hours to complete e.g. sleep wake cycle

**Infradian rhythm** – biological rhythm that is longer than 24 hours e.g. menstrual cycle

**Ultradian rhythm** – biological rhythm that takes less than 24 hours to complete e.g. stages of sleep

**Endogenous pacemaker** – internal body clock

**Exogenous zeitgeber** – external factors that help our body clock keep time

**Links to prior knowledge/learning:**

Prior knowledge in GCSE biology is relevant. Experience of psychology research from the memory and research methods topic is useful for comparison.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit:** Students will delve into understanding biological and psychological explanations for why people commit crime. Students will then explore strategies for dealing with offending behaviour.

**Key Learning/Knowledge:**

- Offender profiling: Top-down and Bottom-up approaches
- Biological explanation for offending: An historical approach (Atavistic form), Genetic and Neural
- Psychological explanations for offending: Eysenck's criminal personality, Cognitive, Differential association theory and Psychodynamic
- Dealing with offending behaviour: custodial sentencing, Recidivism, Behaviour modification, Anger management and restorative justice programmes

**Key Skills:**

1. Interpreting psychological research to draw conclusions about why individuals may commit crime and what can be done with the offender afterwards.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Offender profiling** – Behavioural and analytical tool to help investigators predict and profile characteristics of unknown offenders.

**Top-down approach** – Profilers start with pre-established typology and work down to lower levels to assign offenders to one of two categories

**Bottom-up approach** – Profilers work from evidence collected at the scene and develop hypothesis of likely characteristics

**Atavistic form** – theory that offenders are genetic throwbacks or primitive subspecies distinguishable by facial and cranial characteristics

**Criminal personality** – feature of Eysenck's theory of crime. Those with certain personality characteristics are more likely to engage in offending

**Cognitive distortions** – faulty, biased and irrational ways of thinking

**Hostile attribution bias** – tendency to judge actions of others as aggressive

**Differential association theory** – Explanation that proposes interaction with others individuals learn values, attitudes, techniques and motives of offending

**Recidivism** – Reoffending

**Restorative justice** – rehabilitation of offenders through reconciliation with victims

**Links to prior knowledge/learning:**

Prior knowledge from earlier in the course is relevant – psychodynamic approach, biological approach. Some overlap with the schizophrenia topic

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.



**Purpose of Unit:** A deep dive into a serious diagnosed disorder. The condition is examined in detail through the medical classification, psychological interpretation, biological interpretation and an interactionist approach both in explanation and treatment.

**Key Learning/Knowledge:**

- Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.
- Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.
- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
- Drug therapy: typical and atypical antipsychotics.
- Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.
- The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how our memory works.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Positive symptom** – A symptom that adds something to the individual's reality e.g. hallucination or delusion.

**Negative symptom** – A symptom that removes something from the individual e.g. speech poverty or avolition.

**Co-morbidity** – The percentage rate that two different disorders appear in the same individual.

**Symptom overlap** – When different disorders share the same symptoms.

**Dopamine Hypothesis** – The theory that schizophrenia is caused by abnormal levels of dopamine.

**Neural correlates** – Theories around schizophrenia being caused by abnormality in brain structures.

**Dysfunctional thought processing** – Abnormal thought processes that lead to particular symptoms and experiences in schizophrenia.

**Typical antipsychotics** – Medication that reduces dopamine levels and often have bad side effects

**Family Therapy** – Typically a pair of therapists will speak with the family of someone with schizophrenia to explain the disorder and encourage positive attitudes.

**Interactionist approach** – Using aspects of both psychological and biological models to explain schizophrenia.

**Diathesis-stress model** – Explaining the emergence of schizophrenia as a combination of genetic vulnerabilities (diathesis) and environmental stressors.

**Links to prior knowledge/learning:**

Students will be required to use writing skills, numeracy skills and analytical thinking learned through their GCSE learning, particularly their understanding of the scientific method studied in GCSE Science. Links are made to prior learning in the Psychopathology topic. Through their own reading and consumption of media, students may be aware of different important concepts in psychology.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied. Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit:** Students will explore each side of current debates in psychology using their knowledge and experience of the course so far to help evidence key aspects.

**Key Learning/Knowledge:**

- Gender and culture in psychology – universality and bias
- Free will and determinism: Hard and soft determinism, biological, environmental and psychic
- Nature-nurture: importance of heredity and environment. The interactionist approach
- Holism and reductionism: levels of explanation in psychology
- Idiographic and nomothetic approaches
- Ethical implications of research with reference to social sensitivity

**Key Skills:**

1. Interpreting psychological research to draw conclusions about why individuals may commit crime and what can be done with the offender afterwards.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Universality** – underlying characteristic of human beings that is capable of being applied to all despite differences of experience.

**Androcentrism** – Male-centred

**Alpha bias** – focuses on differences between men and women

**Beta bias** – focuses on similarities between men and women

**Ethnocentrism** – judging cultures by standards and values from one's own culture

**Determinism** – viewpoint that individual's behaviour is shaped by factors other than their free-will

**Heredity** – genetic transmission of mental or physical characteristics from one generation to another

**Holism** – Argues people should be studied as an indivisible system rather than constituent parts

**Idiographic** – focuses on individual cases as a means of understanding behaviour

**Nomothetic** – aims to study human behaviour through development of general principles and universal laws

**Ethical implications** – consequences of any research on individual participants or how certain groups of people are regarded. Could also be consequences on wider societal level.

**Links to prior knowledge/learning:**

Prior knowledge from earlier in the course is relevant – psychodynamic approach, biological approach. Some overlap with the schizophrenia topic

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied.

Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.

**Purpose of Unit: A comparative analysis of how children learn through the views of major theorists: Piaget, Vygotsky and Baillargeon. Intellectual, cognitive and social development are all examined. Investigation into Theory of Mind and how it has been linked to autism.**

**Key Learning/Knowledge:**

- Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.
- Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding.
- Baillargeon's explanation of early infant abilities, including knowledge of the physical world; violation of expectation research.
- The development of social cognition: Selman's levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.

**Key Skills:**

1. Interpreting psychological research to draw conclusions about how our memory works.
2. Applying psychological knowledge and understanding to a range of contexts.
3. Evaluating the value of modern and classic research in explaining human behaviour and forming balanced arguments about them.
4. Developing writing skills in the distinct course format, namely using the APPFC and PEEL paragraph techniques.
5. Synthesising knowledge from this topic alongside the research methods topic to generate critical ideas about how psychological practice should and could be conducted.

**Key Vocabulary and meanings:**

**Schema** – A connected web of knowledge built through prior experience.

**Assimilation** – Adding new information to a previously established schema.

**Accommodation** – Changing an established schema or making a new schema to include new information.

**Object permanence** – The ability to understand an object continues to exist even when not perceived.

**Conservation** – The ability to understand that the amount of something remains the same no matter how it is arranged.

**Egocentrism** – Understanding the world exclusively from the individual's own viewpoint.

**Zone of proximal development** – The conceptual space between what a learner can achieve by themselves and what they can achieve with the help of an expert.

**Scaffolding** – A system of provided help for a task that can be gradually removed as the learner improves.

**Violation of expectation** – A method of research where you test infant's cognitive abilities by measuring when they are surprised by what they see (by having their expectation violated).

**Physical reasoning system** – An innate system of expectations about the physical world.

**Theory of Mind** – Understanding that there are minds other than your own and they can have different thoughts than your own.

**Mirror neuron** – A specific network of neurons that activate when they see another person completing an action as if the individual themselves had completed the action

**Links to prior knowledge/learning:**

Students will be required to use writing skills, numeracy skills and analytical thinking learned through their GCSE learning, particularly their understanding of the scientific method studied in GCSE Science. Links are made to prior learning in the Attachment topic. Through their own reading and consumption of media, students may be aware of different important concepts in psychology.

**Cross Curricular link/ World Issues:**

Numeracy and Literacy throughout. Students encouraged to consider world issues alongside everyday experience and how these link with the topics studied. Students are encouraged to use knowledge and skills from other subjects in Psychology as there is a very broad range of skills and knowledge relevant to it.