



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
<p>Research Methods (Y1 & Y2) Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <p>Research Methods Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p>Content analysis</p> <p>Case studies</p> <p>Scientific processes Aims: stating aims, the difference between aims and hypotheses.</p> <p>Hypotheses: directional and non-directional.</p>	Autumn & Spring	<ul style="list-style-type: none"> Students will be expected to demonstrate knowledge and understanding of, apply, analyse, interpret and evaluate psychological concepts, theories, research methods and ethical issues in relation to a range of contexts. Knowledge and understanding of research methods, practical research skills and mathematical skills. These skills should be developed through study of the specification content and through ethical practical research activities, involving – <ul style="list-style-type: none"> Designing research Conducting research - practical activities – students as naïve participants Compare features of different methods to ‘distinguish between them’ Application of knowledge to sort/categorise descriptions of studies Group work Independent learning skills In carrying out practical research activities, students will manage associated risks and use ICT Presentation skills Reflect on participation in a study as a way of learning about research methods Developing understanding of how research helps us to understand the real world Application of skills to novel content Data handling skills – descriptive statistics Research skills – operationalising variables, control of variables Using standardised psychological scales to measure behaviour e.g. personality tests, IQ, locus of control 	<p>Students will have covered scientific processes and different types of experiments in GCSE biology and mathematics.</p> <p>Students will have also covered correlations & co-variables in GCSE science.</p> <p>Ethics will have been covered in GCSE Religious Studies.</p>	<ul style="list-style-type: none"> Application of skills to understanding research studies covered in all topic areas Use of standardised tests e.g Gender Y2 Bem’s sex role inventory – (BSRI) measure of androgyny, Eysenck’s personality inventory Research methods - practicals – group work Building on skill, knowledge and understanding of methodological justifications, strengths and limitations. Application to novel situations – justification and interpretation of data. Building on skills from Y1and GCSE mathematics. Applied Psychology Statistics - link to A level Mathematics, Further Mathematics, Geography, Biology, Chemistry



<p>Sampling: the difference between population and sample; sampling methods including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</p> <p>Pilot studies and the aims of piloting.</p> <p>Experimental designs: repeated measures, independent groups, matched pairs.</p> <p>Observational design: behavioural categories; event sampling; time sampling.</p> <p>Questionnaire construction, including use of open and closed questions; design of interviews.</p> <p>Variables: manipulation and control of variables, including independent, dependent, extraneous, operationalisation of variables.</p> <p>Control: random allocation and counterbalancing, randomisation and standardisation and control groups.</p> <p>Demand characteristics and investigator effects.</p> <p>Ethics, including the role of the British Psychological Society’s code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.</p> <p>The role of peer review in the scientific process.</p>		<ul style="list-style-type: none"> ● Using different types of research evidence to evaluate theories/models ● Developing competence in the appropriate areas of mathematics - calculating descriptive statistics, substituting values in formulae, solving basic equations ● Generating aims and hypotheses ● Designing observation studies ● Knowledge and use of piloting & sampling ● Maths skills displaying and interpreting graphical data ● Knowledge and understanding of issues of reliability & validity and ways of assessing ● Categorisation ● Techniques used in research ● Self and peer assessment ● Maths skills – stratified and systematic sampling ● Drawing conclusions from data ● Designing self-report investigation ● Maths skills – inferential statistics – sign test ● Handling data ● Knowledge and understanding of qualitative data and justification for use. ● Use appropriate number of significant figures ● Find arithmetic means. ● Construct and interpret frequency tables and diagrams, bar charts and histograms ● Data handling and data interpretation skills ● Arithmetic and numerical computation ● Recognise and use expressions in decimal and standard form ● Use ratios, fractions and percentages ● Estimate results for a set of data ● Understand simple probability ● Understand the principles of sampling as applied to scientific data 		
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<p>The implications of psychological research for the economy.</p> <p>Reliability across all methods of investigation. Ways of measuring reliability: test-retest and inter-observer; improving reliability.</p> <p>Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Measurement of validity. Improving validity.</p> <p>Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p> <p>Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p> <p>Data handling and analysis Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p> <p>Primary and secondary data, including meta-analysis.</p> <p>Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.</p>	<ul style="list-style-type: none"> ● Understand measures of central tendency mean, median and mode. Differences between, when to select and how to calculate. ● Use a scattergram to identify a positive, negative and zero correlation between two co-variables ● Understanding mathematical/statistical concepts ● Use a statistical test – both parametric and non-parametric using data from a given experiment ● Reporting outcome of statistical test ● Make order of magnitude calculations ● Distinguish between levels of measurement ● Know and understand the characteristics of normal and skewed distributions ● Select and justify a suitable inferential test for a given practical investigation ● Use statistical tables to determine significance ● Understand, be able to calculate and justify reasons for choice of measures of dispersion – range and standard deviation ● Understand the differences between qualitative and quantitative data. ● Drawing conclusions from quantitative & qualitative data analysis ● Understand the difference between primary and secondary data. ● Data collection and recording ● Time management ● Understanding complex concepts ● Making reasoned judgements ● Reporting investigations ● Reading psychological material ● Reflection and critical appraisal ● Posing and responding questions ● Knowledge and understanding of strategies for assessing the quality of research and improving research ● Explanation skills 		
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<p>Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</p> <p>Analysis and interpretation of correlation, including correlation co-efficients.</p> <p>Levels of measurement: nominal, ordinal and interval.</p> <p>Coding in content analysis,</p> <p>Inferential testing</p> <p>Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</p> <p>Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman’s rho, Pearson’s r, Wilcoxon, Mann Whitney, Related t-test, Unrelated t-test and Chi-Squared test.</p>		<ul style="list-style-type: none"> • Understanding validating processes • Critical thinking, developing lines of argument, drawing conclusions • Making reasoned judgements • Problem solving/analytic/application skills • Accessing and reading more abstract psychological material • Asking questions • Learning from reflection • Algebra • Understand and be able to use mathematical symbols • Substitute numerical values into algebraic equations using appropriate units for physical quantities. • Solve simple algebraic equations including degrees of freedom • Graphs • Translate information between graphical, numerical and algebraic forms • Plot two variables from experimental or other data 		
<p>Social influence</p> <p>Types of conformity: internalisation and compliance. 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>	<p>Autumn</p>	<ul style="list-style-type: none"> • Describe the main feature of research studies • Evaluate research evidence (methodology and ethics) • Use research evidence to evaluate explanations • Developing knowledge of key terminology 	<p>Students will have no prior learning of this module unless they have undertaken content elsewhere at GCSE. Introductory</p>	<ul style="list-style-type: none"> • Research methods – types of methods, strengths and weaknesses, ethics, reliability & validity • Issues & debates (Y2)



<p>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.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p>		<ul style="list-style-type: none"> • Developing application skills applying knowledge of conformity to scenarios • Research methodology skills based on analysis of conformity research • Ethical decision making based on analysis of conformity research • Group skills • Practical work – part-replication of research – Asch • Data handling skills – descriptive statistics • Research skills – operationalising variables, control of variables • Ethical and methodical evaluation of research studies • Implications of Psychological research • Shaping material – how research into conformity and obedience can be used to explain social change • Research methods – using a standardised scale to assess locus of control 	<p>module we use to build students' knowledge and foundations of psychology by looking at real world application.</p> <p>Links here to History - studies of obedience & conformity</p>	<ul style="list-style-type: none"> • Approaches - Biological, Behavioural, Social learning theory, Cognitive. Psychodynamic • Forensic
<p>Memory</p> <p>The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: leading questions and post-event</p>	<p>Autumn/ Spring</p>	<ul style="list-style-type: none"> • Describing research studies • Using criteria to evaluate research studies • What makes a good theory? – Using criteria to evaluate theories/models • Using different types of research evidence to evaluate theory/models • Maths skills – calculating descriptive statistics, substituting values in formulae, solving basic equations • Use of key psychological terminology • Accessing and reading psychological material • Generating hypotheses/propositions • Evaluation skills – using criteria to evaluate models/theories • Apply knowledge and understanding of models to explain everyday situations 	<p>Students will have no prior knowledge of this topic unless they have undertaken it at GCSE elsewhere.</p> <p>If they have, they will be aware of the different types of memory models including the working model of memory and the multi-store model of memory.</p>	<ul style="list-style-type: none"> • Research methods • Approaches – cognitive, psychodynamic • Issues and debates • Schizophrenia



<p>discussion; anxiety; the use of the cognitive interview.</p>		<ul style="list-style-type: none"> ● Use of ICT ● Research methods skill development – research design, data collection and analysis ● Mathematical skills – calculation of central tendency, dispersion and percentages ● Data analysis and presentation skills ● Reflection skills based on participation in psychological demonstration ● Peer and self-assessment ● Application of knowledge and understanding of EWT and cognitive interview to novel situations ● Evaluation of research studies ● Use of research evidence to support factors that affect EWT ● Practical research design skills 		
<p>Approaches in Psychology (Y1)</p> <p>The basic assumptions of the following approaches:</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.</p> <p>Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research.</p> <p>Humanistic Psychology: free will, self-actualisation and Maslow’s hierarchy of needs, congruence, the role of conditions of worth.</p> <p>The cognitive approach: the study of internal mental processes, the role of schema, the use</p>	<p>Spring/ Summer</p>	<ul style="list-style-type: none"> ● Knowledge and understanding of the history of psychology ● Explanation of biological processes ● Evaluation skills development – strengths and limitations of each of the approaches ● Group work skills ● Comparison of animal and human studies ● Develop understanding of psychology as a science ● Peer and self- assessment ● Critical analysis ● Debating skills ● Formulating relevant arguments ● Consideration of wider implications of research on policies and practices ● Understanding of psychology and the economy ● Accessing and reading psychological material ● Independent learning skills ● Use of subject specific terminology ● Explanation skills ● Critical thinking, developing lines of argument, drawing conclusions. ● Problem solving/analytic/application skills. 	<p>Previous knowledge from GCSE in Physical Education & Biology.</p> <p>Specifically, biopsychology & structures/ neurochemistry.</p>	<ul style="list-style-type: none"> ● Theoretical stance of researchers/theorists ● Importance of research to support/challenge ● Psychopathology topic. Phobias – learning approach. Depression – cognitive approach. OCD – biological approach ● Memory topic – cognitive approach ● Social influence – social approach ● Attachment – developmental approach & learning approach ● Gender, ● Schizophrenia ● Forensic ● Research methods ● Issues and debates ● Psychology as a science



<p>of models to explain and make inferences about mental processes.</p> <p>Learning approaches ii) Social learning theory including imitation, identification, vicarious reinforcement, the role of mediational processes and Bandura’s research.</p> <p>The biological approach: the genetic basis of behaviour: genotype, phenotype and evolution. Influence of biological structures and neurochemistry on behaviour. Cognitive neuroscience.</p> <p>Comparison of approaches.</p>		<ul style="list-style-type: none"> ● Accessing and reading psychological material ● Independent learning skills ● Use of subject specific psychological terminology ● Explanation skills ● Critical thinking, developing lines of argument, drawing conclusions. ● Critical evaluation skills ● Presentation skills and ability to respond to feedback. ● Discussion/debate skills ● Use criteria including issues and debates to compare approaches ● Critical thinking and discussion skills ● Use of subject specific psychological terminology ● Understanding abstract concepts ● Developing lines of argument and discursive skills ● Exchange ideas/have a view – ownership of knowledge and skills ● Effective questioning ● Consideration of wider implications of psychological research – social policy and practices, funding etc 		
<p>Attachment Animal studies of attachment: Lorenz and Harlow.</p> <p>Explanations of attachment: learning theory and Bowlby’s monotropic theory. The concepts of a critical period and an internal working model.</p> <p>Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</p>	<p>Spring/ Summer</p>	<ul style="list-style-type: none"> ● Use of subject specific psychological terminology ● Explanation skills ● Critical thinking skills – the role of animal research in Psychology ● Evaluation of explanation/ theories ● Application skills ● Research methods – designing observation, piloting, sampling, data collection and data presentation skills ● Maths skills – interpreting graphical data ● Checking reliability of observations ● Accessing and reading psychological material 	<p>Students will have no prior knowledge of this subject unless they have undertaken GCSE Psychology elsewhere.</p> <p>Does links to GCSE health and social care in terms of the stages of attachment.</p>	<ul style="list-style-type: none"> ● Research methods ● Approaches – behavioural, developmental, social, biological, cognitive, Psychodynamic, Humanistic ● Psychopathology ● Gender ● Issues and debates ● Schizophrenia ● Forensic



<p>Bowlby's theory of maternal deprivation. Effects of institutionalisation, including the English and Romanian Adoptees project.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>		<ul style="list-style-type: none"> ● Summarising key points and presenting to class/peers ● Evaluation skills in relation to: techniques used in research – Strange Situation, theoretical construct – types of attachment, weighing up evidence ● Independent research skills ● Use of evidence to evaluate concepts e.g. internal working model ● Problem solving – using understanding of theory and research findings 		
<p>Clinical Psychology and Mental Health Definitions in the field of mental health, deviation from ideal mental health. Deviation from social/cultural norms, failure to function adequately and statistical infrequency.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD)</p> <p>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.</p> <p>The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model: cognitive behavioural therapy (CBT), including challenging irrational thoughts.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>	<p>Summer</p>	<ul style="list-style-type: none"> ● Discussion skills ● Mathematical skills ● Evaluation skills – strengths and limitations of definitions – weighing up evidence and ethical considerations ● Use of subject specific psychological terminology ● Accessing and reading psychological material ● Selection of material, use of evidence ● Independent learning skills ● Application skills – moving from the approach to its application to psychopathology/phobia, depression, OCD ● Analytical skills ● Explanation skills ● Groupwork skills ● Using criteria to judge effectiveness and appropriateness in relation to therapies ● Critical thinking – developing lines of argument, drawing conclusions, using mathematical skills ● Reflection ● Research skills – designing self-report investigation ● Maths skills – descriptive and inferential statistics ● Presentation skills 	<p>Students will have some knowledge of the biological processes involved in the explanations of behaviour, but the majority of psychopathology will be new territory to students.</p>	<ul style="list-style-type: none"> ● Approaches – behavioural, cognitive, biological, SLT, humanistic, psychodynamic ● Biopsychology ● Research methods ● Schizophrenia ● Issues and debates



<p>Assessment weeks Revision</p>	<p>Three times during year</p>	<ul style="list-style-type: none">• Consolidating knowledge and understanding• Sharing successful revision strategies.• Peer assessment• Knowledge and understanding of assessment objectives• Developing exam technique• Strengthening – analysis, application, evaluation, essay writing, research methods, data handling,• Maths skills• Reflection and critical analysis		<ul style="list-style-type: none">• Continually developing knowledge and skills for answering examination questions
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