Year 12 Curriculum Map A-Level AQA Specification

4.1 Introductory topics	**4.1.2 Memory**	
	Autumn Half Term 1	Autumn Half Term 2
Topic	▪ 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 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.
Knowledge and Skills	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content ▪ apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. ▪ Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocabulary	**Active processing** Is where the person transforms or manipulates the material that is to be remembered **Anxiety** State of emotional arousal where there is a feeling or experience of apprehension and uncertainty	

	Articulatory process Part of the phonological loop that repeats sounds or words to keep them in working memory until they are needed **Capacity** The amount of information that can be held in memory **Central executive** Part of working memory that coordinates other components **Chunking** Method of increasing short-term memory by grouping information into larger units **Coding** Changing the format of information for use in memory **Cognitive interview** technique devised to improve the accuracy of witness recall **Context-dependent failure** Forgetting which occurs because the external cues at recall are different to those at the time of learning **Cue-dependent forgetting** Failure to recall information due to an absence of cuesor 'tiggers' **Duration** The length of time information remains in memory **Episodic buffer** Part of working memory which is a temporary store integrating information from the other components **Episodic memory** Type of long-term memory for information about specific experiences and events in our lives **Eyewitness testimony** An account given by people of an event they have witnessed **Forgetting** Failure to retrieve memories **Inner scribe** Stores information about the physical relationship of items (part of the visuo-spatial sketchpad) **Interference theory** Memory can be disrupted not only by previous learning but also by what is learned in the future **Leading question** phrased in such a way that it prompts a particular kind of answer

	Long-term memory Permanent store holding unlimited amounts of information for long periods **Misleading information** Incorrect information given the an eyewitness after an event **Mnemonics** Techniques used to improve memory **Multi-store model** Explanation of memory that sees information flowing through a series of storage systems **Phonological loop** Part of working memory that deals with auditory information **Post-event discussion** A potential source of misleading information where witnesses discuss what they saw afterwards **Primary acoustic store** Part of the phonological loop which stores words heard **Proactive interference** A cause of forgetting by which previously stored information prevents learning and remembering new information **Procedural memory** Long-term memory for "knowing how" **Repression** Unpleasant material is pushed into the unconscious mind **Retrieval** The recall of stored memories **Retrieval failure** Difficulties in recall that are due to the absence of the correct retrieval cues **Retroactive interference** Occurs when newly learned information interferes with and impedes the recall of previously learned information **Schema** A cognitive framework or concept that helps organize and interpret information **Semantic memory** Type of long-term memory for information about the world that is not linked to particular contexts or events **Sensory register** Store of sensory information that lasts no more than a few seconds **Short-term memory** Temporary memory store that holds limited amount of information for a short period of time

	State-dependent failure Forgetting which occurs because the emotional or physical state at recall is different to that at the time of learning **Visual cache** Part of the visuo-spatial sketchpad that stores information about form and colour **Visuo-spatial sketchpad** Part of working memory that deals with visual information **Working memory model** that suggests short-term memory is composed of three, limited capacity stores
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.

4.2 Psychology in Context	**4.2.1 Approaches**	
	Autumn Half Term 1	Autumn Half Term 2
Topic	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) 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	▪ 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.
Knowledge and Skills	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content ▪ apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. ▪ 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: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	

Key Vocab	**Behaviourism** The theory that human and animal behaviour can be explained in terms of conditioning, without considering thoughts or feelings **Classical conditioning** Learning through association when two stimuli are repeatedly paired together **Cognitive neuroscience** An academic field that studies the influence of brain structures on mental processes using techniques such as brain scans **Computer models** Software simulations of internal mental processes that are created in collaboration with computer scientists. **Identification** Associating with a role model's and adopting their behaviour because you want to be like them **Imitation** Copying or reproducing behaviour that has been learned through observation **Inference** Process of drawing conclusions about general patterns of behaviour **Information processing model** The idea that information flows through the cognitive system in a sequence of stages **Inhibition** Occurs when a link between a neurotransmitter and receptor site in a synapse makes the receptor site's cell less likely to act. **Internal mental processes** The operations both conscious and unconscious that occur during thinking. For example, perception and memory **Introspection** Observing and examining your own conscious thoughts and emotions **Learning** A relatively lasting change in behaviour that is the result of experience **Mediating cognitive factors** Internal mental processes that lie between the stimulus and the response **Modelling** Imitating a role model or producing a specific behaviour that may then be imitated by the observer **Negative reinforcement** Avoiding or removing something unpleasant when a behaviour is performed that increases the chance the behaviour is repeated

	Objective Not influenced by private emotions, perceptions, or biases **Operant conditioning** Learning through reinforcement where behaviour is shaped and maintained by its consequences **Positive reinforcement** Receiving something pleasant when a behaviour is performed that increases the chance the behaviour is repeated **Punishment** Receiving something unpleasant when a behaviour is performed which decreases the chance the behaviour is repeated **Reciprocal determinism** The way a person is influenced by their environment but also influences their environment **Schemas** Mental frameworks of information that we use to organise past experience and to interpret and respond to new situations. **Sensory neuron** Carries signals from the senses to the central nervous system **Social learning theory** The view that people learn through observing others **Structuralism** Using the experiment method to find the building blocks of thought **Subjective** Affected by personal feelings, prejudices and interpretations across the synaptic gap **Theoretical models** Diagrammatic representations of the steps involved in internal mental processes, e.g. the information-processing model. **Twin study** Used to determine the likelihood that certain traits have a genetic basis by comparing concordance rates between pairs of twins **Vicarious reinforcement** Observing someone else being reinforced for a behaviour and the consequences of their actions
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks.

	There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.	
4.1 Introductory topics	**4.1.3 Attachment**	
	Spring Half Term 1	Spring Half Term 2
Topic	▪ 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.
Knowledge and Skills	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content ▪ apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. ▪ Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocab	**Affectionless psychopathy** A term used by Bowlby to describe people who don't show concern or affection for other people and show no or very little remorse or guilt	

	Asocial stage Stage from 0-6 weeks where infant may respond to faces or voices but an attachment has not been formed **Attachment** Two-way enduring emotional tie to another person **Contact comfort** The physical and emotional comfort that an infant receives from being close to its mother **Continuity Hypothesis** The idea that early relationships with caregivers predict later relationships in adulthood **Critical period** A time period where an attachment has to form or it never will **Disinhibited attachment** Child shows equal affection to strangers as they do people they know well **Evolutionary explanation** Explanation for behaviour such as attachment that views it as increasing survival chances **Imprinting** Where offspring follow the first large-moving object they see **Indiscriminate attachment** Infants aged 2-7 months can discriminate between familiar and unfamiliar people but does not show stranger anxiety **Innate behaviour** A behaviour that is instinctive and does not need to be learned **Insecure avoidant attachment** classification in Strange Situation where child shows low stranger and separation anxiety and little response to reunion **Insecure resistant attachment** classification in Strange Situation where child shoes high stranger and separation anxiety and resists comfort at reunion **Institutionalisation** The effects of growing up in an institution, such as a children's home or orphanage **Interactional synchrony** Infant and caregiver reflect each other's actions and emotions in a coordinated manner **Internal working model** Mental representation of our relationship with our primary caregiver that becomes a template for future relationships

	Learning theory Explanations that emphasise the role of learning in acquiring behaviours such as attachment **Maternal deprivation hypothesis** Separation from the mother figure in early childhood has serious consequences **Monotropy** A unique and close attachment to one person - the primary attachment figure **Multiple attachments** Formation of emotional bonds with more than one carer **Privation** Failure to form an attachment in early childhood **proximity seeking** The way that infants try to maintain physical contact or be close to their attachment figure **Reciprocity** Infant and caregiver match each other's responses **Secure attachment** Most desirable attachment classification in Strange Situation where child shows separation anxiety, stranger anxiety and joy on reunion **Sensitive period** The best time period over which attachments can form **Separation anxiety** Degree of distress shown by the child when separated from the caregiver **Social releasers** Innate behaviours shown by an infant that lead to a caregiving response **Specific attachment** Infants aged 7 months tend to show a strong attachment to one particular person and are wary of strangers **Strange Situation** A controlled observation used to test children's attachment patterns **Stranger anxiety** Degree of distress shown by an infant when with unfamiliar people **Temperament** The characteristics and aspects of personality an infant is born with and that might impact on its attachment type
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks.

	There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.	
1 Introductory topics	**4.1.4 Psychopathology**	
	Spring Half Term 1	Spring Half Term 2
Topic	▪ 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.
Knowledge and Skills	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content ▪ apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	

Key Vocab	**ABC model** Ellis's explanation for how irrational thoughts affect behaviour A= activating event, B+ beliefs, C= consequences **Agoraphobia** Irrational fear of being outside or in a public place **Avoidance** The act of staying away from something (e.g. the phobic object or situation) **Basal ganglia** Region of the brain involved in the coordination of movement that has been linked to OCD **Benzodiazepines** Antianxiety drugs used to treat OCD as they have a quietening effect on the brain and reduce anxiety causes by obsessive thoughts **Bipolar depression** Condition where a person has periods of elevated mood (mania) as well as periods of depression **Catastrophising** Cognitive error where you exaggerate a minor setback and turn it into a major disaster **CBT** Cognitive Behavioural Therapy is a commonly used therapy which involves challenging and replacing irrational thoughts **Cognitive bias** Error in thinking caused by simplified information processing **Compulsion** An irresistible urge to behave in a certain way **COMT gene** which has a variation which results in higher levels of dopamine and this variation is more common in patients with OCD **Counter-conditioning** Learning a new response to the phobic object/situation e.g. replacing fear with relaxation **Cultural relativism** The idea that cultural norms and values are culture specific and no-one culture is superior to another culture **Deviation from ideal mental health** Not meeting criteria which suggest you are mentally healthy **Deviation from social norms** A behaviour that deviates from social norms is one that is very different from how we would expect people to behave **Dopamine** Higher levels of this neurotransmitter have been associated with the compulsions shown by OCD patients

	DSM-V Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition is the standard classification of mental disorders used in the United States. **Empirical dispute** REBT technique where the therapist seeks evidence for a person's thoughts **Failure to function adequately** When a person's behaviour means they are unable to cope with the demands of everyday life **Fear hierarchy** A list of situations related to the phobic object/situation arranged in order from least to most frightening **Flooding (in-vitro)** Behavioural treatment for a phobia which involves imagined exposure to the phobic object/situation without being able to escape **Flooding (in-vivo)** Behavioural treatment for a phobia which involves actual exposure to the phobic object/situation without being able to escape **Hindsight bias** The way that social norms change over time **ICD 10** The 10th revision of the International Statistical Classification of Diseases and Related Health Problems, produced by the World Health Organisation **Logical dispute** REBT Technique where the therapies disputes the logic of a person's thoughts **Negative self-schemas** Negative information we hold about ourselves based on negative past experiences that can lead to cognitive biases **Negative triad** Three types of negative thinking (self, the world and the future) that Beck suggested occur automatically in people who are depressed **Obsession** An idea or thought that continually preoccupies or intrudes on a person's mind. **Orbifrontal cortex** A region of the brain which converts sensory information into thoughts and actions- higher activity has been found here in OCD patients **Overgeneralisation** Cognitive error where you make a sweeping conclusion from a single incident

	REBT Rational Emotive Behaviour Therapy is a type of CBT based on Ellis's ABC model **Selective attention** Focusing on one piece of information while ignoring other information viewed as irrelevant **Serotonin** Neurotransmitter which regulates mood - lower levels are associated with OCD **SERT gene** which affects the transport of serotonin, causing lower levels of serotonin which is associated with OCD **Simple or specific phobia** Irrational fear of an object (e.g. spiders) or situation (e.g. flying) **Social norm** the rules of behaviour that are considered acceptable in a group or society **Social phobia** Irrational fear of a social situation (e.g. speaking in public) **SSRIs** Antidepressant drugs used to treat OCD which work by preventing the re-absorption and breakdown of serotonin **Statistical infrequency** A behaviour that is statistically infrequent does not happen very often **Systematic desensitisation** A behaviour therapy designed to gradually reduce a phobia through the principle of classical conditioning **Two-process model** Behavioural explanation for phobias which suggests they are acquired through classical conditioning and maintained through operant conditioning **Unipolar depression** A major depressive episode that occurs without the manic phase
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.

4.1 Introductory topics	**4.1.1 Social Influence**	
	Summer Half Term 1	Summer Half Term 2
Topic	▪ Types of conformity: internalisation, identification 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. ▪ Conformity to social roles as investigated by Zimbardo. ▪ 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.	▪ Explanations of resistance to social influence, including social support and locus of control. ▪ Minority influence including reference to consistency, commitment and flexibility. ▪ The role of social influence processes in social change.
Knowledge and Skills	▪ Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content ▪ apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. ▪ Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocab	**Agentic state** Individual carries out the orders of another person, acting as their agent with little personal responsibility **Authoritarian personality** A person who has extreme respect for authority and is obedient to those who have power over them	

	Autonomous state Where individuals are seen as personally responsible for their actions **Cognitive dissonance** Unpleasant feeling of anxiety created when simultaneously holding two contradictory ideas **Compliance** Superficial type of conformity where people conform publicly by privately disagree **Confederates** Alternative term for stooges or pseudo-participants **Conformity** Changing what we do think or say in response to others **Dehumanisation** Degrading people by lessening their human qualities **Deindividuation** When a person moves into a group and as a result loses some individual identity **Dispositional attribution** Explanation of individual behaviour as a result caused by internal characteristics that reside within the individual **Identification** Where people change their beliefs (sometimes temporarily) to fit in with a group **Individual variables** Personal characteristics that affect the degree to which individuals yield to group pressures **Internalisation** Where people change their beliefs permanently **Ironic deviance** Takes place when we believe that the behaviour of the majority is the result of unreasonable pressure from authority **Locus of control** Extent to which individuals believe they can control events in their lives **Majority influence** Alternative term for conformity **Milgram paradigm** Experimental procedure for measuring obedience rates **Minority influence** Where a individual or small group influence attitudes and behaviour of a larger group

	Morality Decisions and behaviour based upon the perception of proper conduct **Obedience** Complying with the demands of an authority figure **Personality** Combination of characteristics that forms an individual's distinctive nature **Reactance** Occurs when a person feels that someone or something is taking away his or her choices or limiting the range of alternatives **Situational variables** Features of an environment that affect the degree to which individuals yield to group pressures **Social change** The process by which attitudes, beliefs and norms of acceptable behaviour vary over time **Social roles** The parts individuals play as part of a social group **Social support** Perception of assistance and solidarity available from others **Status** The position of an individual within a hierarchical group **Systematic processing** Analysis based on critical thinking **Unanimity** Complete agreement from a group of people about an issue or question	
Assessment		
4.2 Psychology in Context	**4.2.2 Biopsychology**	
	Summer Half Term 1	Summer Half Term 2
Topic	▪ 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, including reference to neurotransmitters, excitation and inhibition. ▪ The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline.	▪ Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. ▪ Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations.

		▪ Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.
Knowledge and Skills	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content ▪ apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. ▪ 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: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocab	**ACTH** Hormone released by the pituitary gland. Stimulates the adrenal glands to release adrenaline into the bloodstream **Action potential** A spike in electric charge in an axon caused by sodium ions crossing the cell membrane. **Adrenal glands** Small glands on top of each kidney that produce hormones such as adrenaline and cortisol **Adrenaline** Key hormone in the stress response that is produced by the adrenal glands and increases heart rate, breathing rate etc. **Autonomic nervous system** Sub-division of the peripheral nervous system that controls involuntary responses like breathing and heart rate **Axon** A single long slender fiber that carries the nerve impulse away from the cell body **Axon terminal** The very end of the axon that contains neurotransmitters and makes synaptic contact with the next neuron in the chain	

	Central nervous system Sub-system of the nervous system that consists of the brain and spinal cord **Chromosome** Hold the genetic material that is passed between parents and offspring. Humans have 23 pairs **Concordance rate** The extent to which both twins share the same characteristic **Dendrites** Root like structures protruding from the cell body that receive signals from other neurons **DZ twins** Non-identical twins who share 50% of their genes **Empirical** Based on scientific testing or personal experience rather than theory or logic **Endocrine system** A collection of organs that secrete hormones into the blood stream **Evolution** Gradual changes in an inherited characteristic of a species over many generations **Excitation** Occurs when a link between a neurotransmitter and receptor site in a synapse makes the receptor site's cell more likely to act **Fight or flight response** The way an animal (including humans) responds to stress as it becomes physiologically aroused to fight an aggressor or to run away **Genotype** A person's unique genetic make-up that is coded in their chromosomes and fixed at conception **Hormones** Biochemical substances that circulate in the bloodstream in order to target specific organs **Hypothalamus** Part of the brain that links the nervous system to the endocrine system. Releases hormones that stimulate the pituitary gland **Motor neuron** Carries signals from the central nervous system to internal organs and muscles **Myelin sheath** A fatty layer that protects the exon and speeds up the electrical transmission of the nerve impulse **MZ twin** Identical twins who share 100% of their genes

	Natural selection The way that any genetically determined behaviour that enhances the ability to survive and reproduce will continue in future generations **Parasympathetic nervous system** Sub-division of the autonomic nervous system that controls the 'rest and digest' response **Peripheral nervous system** Sub-system of the nervous system that transmits messages from the body to the central nervous system and back again **Phenotype** The expression of a person's genetic make-up that can be influenced by the environment **Pituitary gland** The 'master gland' of the endocrine system which is located in the brain and controls the release of hormones from other glands **Nervous system** Bodily system consisting of central nervous system and peripheral nervous system that provides rapid responses to stimuli **Neuron** Cells within the nervous system that process and transmit messages **Neurotransmitter** Chemicals that transfer signals from one neuron to another across the synapses that lie between them **Postsynaptic Receptor sites** In the dendrites of the receiving neuron, they take up the neurotransmitter once it has crossed the synaptic gap **Relay neuron** Carries signals between sensory and motor neurons or connect to other relay neurons within the central nervous system **Response** The reaction to a specific stimulus e.g. salivating when you see food **Somatic nervous system** Sub-division of the peripheral nervous system that controls muscle movement and receives information from sensory receptors **Stimulus** Anything in the environment detectable by the senses e.g. sound, smell **Sympathetic nervous system** Sub-division of the autonomic nervous system that controls the 'fight or flight' response

	Synapse The tiny gap between one neuron and the next **Synaptic transmission** The way that signals between neurons are transmitted chemically
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.

Curriculum Map of Research Methods topics which take place across both Year 12 and Year 13

4.2 Psychology in Context	**4.2.3 Research Methods**			
	Spring Term Year 12	Summer Term Year 12	Autumn Term Year 13	Spring Term Year 13
Topic	Scientific processes Aims: stating aims, the difference between aims and hypotheses. Hypotheses: directional and non-directional. Sampling: the difference between population and sample; sampling techniques including: random, systematic,	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. The role of peer review in the scientific process.	Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.	Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Analysis and interpretation of correlation, including correlation coefficients. Levels of measurement: nominal, ordinal and interval.

	stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. Pilot studies and the aims of piloting. Experimental designs: repeated measures, independent groups, matched pairs. Observational design: behavioural categories; event sampling; time sampling. Questionnaire construction, including use of open and closed questions; design of interviews. Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. Control: random allocation and counterbalancing, randomisation and standardisation. Demand characteristics and investigator effects.	The implications of psychological research for the economy. Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.	Data handling and analysis Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data, including meta-analysis. 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. Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.	Content analysis and coding. Thematic analysis. Inferential testing Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. 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.

Knowledge	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content ▪ apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. ▪ 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: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).
Key Vocab	**Aim** The researcher's area of interest – what they are looking at (e.g. to investigate helping behaviour). **Bar chart** A graph that shows the data in the form of categories (e.g. behaviours observed) that the researcher wishes to compare. **Behavioural categories** Key behaviours or, collections of behaviour, that the researcher conducting the observation will pay attention to and record **Case study** In-depth investigation of a single person, group or event, where data are gathered from a variety of sources and by using several different methods (e.g. observations & interviews). **Closed questions** where there are fixed choices of responses e.g. yes/no. They generate quantitative data **Co-variables** The variables investigated in a correlation **Concurrent validity** Comparing a new test with another test of the same thing to see if they produce similar results. If they do then the new test has concurrent validity **Confidentiality** Unless agreed beforehand, participants have the right to expect that all data collected during a research study will remain confidential and anonymous.

	Confounding variable An extraneous variable that varies systematically with the IV so we cannot be sure of the true source of the change to the DV **Content analysis** Technique used to analyse qualitative data which involves coding the written data into categories – converting qualitative data into quantitative data. **Control group** A group that is treated normally and gives us a measure of how people behave when they are not exposed to the experimental treatment (e.g. allowed to sleep normally). **Controlled observation** An observation study where the researchers control some variables - often takes place in laboratory setting **Correlational analysis** A mathematical technique where the researcher looks to see whether scores for two covariables are related **Counterbalancing** A way of trying to control for order effects in a repeated measures design, e.g. half the participants do condition A followed by B and the other half do B followed by A **Covert observation** Also known as an undisclosed observation as the participants do not know their behaviour is being observed **Critical value** The value that a test statistic must reach in order for the hypothesis to be accepted. **Debriefing** After completing the research, the true aim is revealed to the participant. Aim of debriefing = to return the person to the state s/he was in before they took part. **Deception** Involves misleading participants about the purpose of s study. **Demand characteristics** Occur when participants try to make sense of the research situation they are in and try to guess the purpose of the research or try to present themselves in a good way. **Dependent variable** The variable that is measured to tell you the outcome. **Descriptive statistics** Analysis of data that helps describe, show or summarize data in a meaningful way **Directional hypothesis** A one-tailed hypothesis that states the direction of the difference or relationship (e.g. boys are more helpful than girls).

	Dispersion measure A dispersion measure shows how a set of data is spread out, examples are the range and the standard deviation **Double blind control** Participants are not told the true purpose of the research and the experimenter is also blind to at least some aspects of the research design. **Ecological validity** The extent to which the findings of a research study are able to be generalized to real-life settings **Ethical guidelines** These are provided by the BPS - they are the 'rules' by which all psychologists should operate, including those carrying out research. **Ethical issues** There are 3 main ethical issues that occur in psychological research – deception, lack of informed consent and lack of protection of participants. **Evaluation apprehension** Participants' behaviour is distorted as they fear being judged by observers **Event sampling** A target behaviour is identified and the observer records it every time it occurs **Experimental group** The group that received the experimental treatment (e.g. sleep deprivation) **External validity** Whether it is possible to generalise the results beyond the experimental setting. **Extraneous variable** Variables that if not controlled may affect the DV and provide a false impression than an IV has produced changes when it hasn't. **Face validity** Simple way of assessing whether a test measures what it claims to measure which is concerned with face value – e.g. does an IQ test look like it tests intelligence. **Field experiment** An experiment that takes place in a natural setting where the experimenter manipulates the IV and measures the DV **Histogram** A graph that is used for continuous data (e.g. test scores). There should be no space between the bars, because the data is continuous.

	Hypothesis This is a formal statement or prediction of what the researcher expects to find. It needs to be testable. **Independent groups design** An experimental design where each participants only takes part in one condition of the IV **Independent variable** The variable that the experimenter manipulates (changes). **Inferential statistics** Inferential statistics are ways of analysing data using statistical tests that allow the researcher to make conclusions about whether a hypothesis was supported by the results. **Informed consent** Psychologists should ensure that all participants are helped to understand fully all aspects of the research before they agree (give consent) to take part **Inter-observer reliability** The extent to which two or more observers are observing and recording behaviour in the same way **Internal validity** In relation to experiments, whether the results were due to the manipulation of the IV rather than other factors such as extraneous variables or demand characteristics. **Interval level data** measured in fixed units with equal distance between points on the scale **Investigator effects** These result from the effects of a researcher's behaviour and characteristics on an investigation. **Laboratory experiment** An experiment that takes place in a controlled environment where the experimenter manipulates the IV and measures the DV **Matched pairs design** An experimental design where pairs of participants are matched on important characteristics and one member allocated to each condition of the IV **Mean** Measure of central tendency calculated by adding all the scores in a set of data together and dividing by the total number of scores **Measures of central tendency** A measurement of data that indicates where the middle of the information lies e.g. mean, median or mode

	Median Measure of central tendency calculated by arranging scores in a set of data from lowest to highest and finding the middle score **Meta-analysis** A technique where rather than conducting new research with participants, the researchers examine the results of several studies that have already been conducted **Mode** Measure of central tendency which is the most frequently occurring score in a set of data **Natural experiment** An experiment where the change in the IV already exists rather than being manipulated by the experimenter **Naturalistic observation** An observation study conducted in the environment where the behaviour would normally occur **Negative correlation** A relationship exists between two covariables where as one increases, the other decreases **Nominal level data** Frequency count data that consists of the number of participants falling into categories. (e.g. 7 people passed their driving test first time, 6 didn't). **Non-directional hypothesis** A two-tailed hypothesis that does not predict the direction of the difference or relationship (e.g. girls and boys are different in terms of helpfulness). **Normal distribution** An arrangement of a data that is symmetrical and forms a bell shaped pattern where the mean, median and mode all fall in the centre at the highest peak **Observed value** The value that you have obtained from conducting your statistical test **Observer bias** Occurs when the observers know the aims of the study study or the hypotheses and allow this knowledge to influence their observations **Open questions** where there is no fixed response and participants can give any answer they like. They generate qualitative data. **Operationalising variables** This means clearly describing the variables (IV and DV) in terms of how they will be manipulated (IV) or measured (DV). **Opportunity sample** A sampling technique where participants are chosen because they are easily available

	Order effects Order effects can occur in a repeated measures design and refers to how the positioning of tasks influences the outcome e.g. practice effect or boredom effect on second task **Ordinal level data** that is capable of being out into rank order (e.g. places in a beauty contest, or ratings for attractiveness). **Overt observation** Also known as a disclosed observation as the participants given their permission for their behaviour to be observed **Participant observation** study where the researcher actually joins the group or takes part in the situation they are observing. **Peer review** Before going to publication, a research report is sent other psychologists who are knowledgeable in the research topic for them to review the study, and check for any problems **Pilot study** A small scale study conducted to ensure the method will work according to plan. If it doesn't then amendments can be made. **Positive correlation** A relationship exists between two covariables where as one increases, so does the other **Presumptive consent** Asking a group of people from the same target population as the sample whether they would agree to take part in such a study, if yes then presume the sample would **Primary data** Information that the researcher has collected him/herself for a specific purpose e.g. data from an experiment or observation **Prior general consent** Before participants are recruited they are asked whether they are prepared to take part in research where they might be deceived about the true purpose **Probability** How likely something is to happen – can be expressed as a number (0.5) or a percentage (50% change of tossing coin and getting a head) **Protection of participants** should be protected from physical or mental health, including stress - risk of harm must be no greater than that to which they are exposed in everyday life **Qualitative data** Descriptive information that is expressed in words

	Quantitative data Information that can be measured and written down with numbers. **Quasi experiment** An experiment often conducted in controlled conditions where the IV simply exists so there can be no random allocation to the conditions **Questionnaire** A set of written questions that participants fill in themselves **Random sampling** A sampling technique where everyone in the target population has an equal chance of being selected **Randomisation** Refers to the practice of using chance methods (e.g. flipping a coin' to allocate participants to the conditions of an investigation **Range** The distance between the lowest and the highest value in a set of scores. **Range** A measure of dispersion which involves subtracting the lowest score from the highest score in a set of data **Reliability** Whether something is consistent. In the case of a study, whether it is replicable. **Repeated measures design** An experimental design where each participants takes part in both/all conditions of the IV **Representative sample** A sample that that closely matched the target population as a whole in terms of key variables and characteristics **Retrospective consent** Once the true nature of the research has been revealed, participants should be given the right to withdraw their data if they are not happy. **Right to withdraw** Participants should be aware that they can leave the study at any time, even if they have been paid to take part. **Sample** A group of people that are drawn from the target population to take part in a research investigation **Scattergram** Used to plot correlations where each pair of values is plotted against each other to see if there is a relationship between them. **Secondary data** Information that someone else has collected e.g. the work of other psychologists or government statistics

	Semi-structured interview that has some pre-determined questions, but the interviewer can develop others in response to answers given by the participant **Sign test** A statistical test used to analyse the direction of differences of scores between the same or matched pairs of subjects under two experimental conditions **Significance** If the result of a statistical test is significant it is highly unlikely to have occurred by chance **Single-blind control** Participants are not told the true purpose of the research **Skewed distribution** An arrangement of data that is not symmetrical as data is clustered ro one end of the distribution **Social desirability bias** Participants' behaviour is distorted as they modify this in order to be seen in a positive light. **Standard deviation** A measure of the average spread of scores around the mean. The greater the standard deviation the more spread out the scores are. . **Standardised instructions** The instructions given to each participant are kept identical – to help prevent experimenter bias. **Standardised procedures** In every step of the research all the participants are treated in exactly the same way and so all have the same experience. **Stratified sample** A sampling technique where groups of participants are selected in proportion to their frequency in the target population **Structured interview** where the questions are fixed and the interviewer reads them out and records the responses **Structured observation** An observation study using predetermined coding scheme to record the participants' behaviour **Systematic sample** A sampling technique where every nth person in a list of the target population is selected **Target population** The group that the researchers draws the sample from and wants to be able to generalise the findings to

	Temporal validity Refers to how likely it is that the time period when a study was conducted has influenced the findings and whether they can be generalised to other periods in time **Test-retest reliability** Involves presenting the same participants with the same test or questionnaire on two separate occasions and seeing whether there is a positive correlation between the two **Thematic analysis** A method for analysing qualitative data which involves identifying, analysing and reporting patterns within the data **Time sampling** A way of sampling the behaviour that is being observed by recording what happens in a series of fixed time intervals. **Type 1 error** Is a false positive. It is where you accept the alternative/experimental hypothesis when it is false **Type 2 error** Is a false negative. It is where you accept the null hypothesis when it is false **Unstructured interview** Also know as a clinical interview, there are no fixed questions just general aims and it is more like a conversation **Unstructured observation** where there is no checklist so every behaviour seen is written down in an much detail as possible **Validity** Whether something is true – measures what it sets out to measure. **Volunteer sample** A sampling technique where participants put themselves forward to take part in research, often by answering an advertisement
Assessment	Assessed firstly as part of all the other units – Research Methods questions are embedded throughout every paper The topic will also be assessed as a discrete 48 mark unit, once as an individual topic and then again as part of a full Unit 2 paper in the summer term at the end of Year 13

Year 13 Curriculum Map

4.3 Issues and Options in Psychology	**4.3.2 Relationships**

	Autumn Half Term 1	Autumn Half Term 2
Topic	▪ The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. ▪ Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. ▪ Theories of romantic relationships: social exchange theory, equity theory	Theories of romantic relationships: ▪ Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. ▪ Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. ▪ Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.
Knowledge and Skills	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content ▪ apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 3. ▪ These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocab	**Absorption addiction model for parasocial relationships:** A theory that suggests people develop parasocial relationships in order to cope with issues in their life. **Attachment theory explanation for parasocial relationships:** A theory that suggests that if a child is unable to form a healthy attachment with a primary caregiver, the child will grow up to compensate with parasocial relationships.	

	Duck's phase model of relationship breakdown: A theory that suggests the breakdown of a relationship develops over a number of stages; the intrapsychic phase, the dyadic phase, the social phase and the grave-dressing phase. **Dyadic phase:** The second phase in relationship break down which consists of a person vocally expressing their dissatisfaction with their relationship with their partner. **Equity theory:** The theory that for a relationship to be stable, both partners should perceive the relationship to be fair. If a partner receives too much benefit or finds the costs too large, the relationship is more likely to fail. **Filter partner, people use certain theory:** The theory that when selecting an ideal criteria to decide whether someone qualifies as a potential partner or not. **Gating:** The practice of using physical markers to separate potential partners and those who are not. **Grave dressing phase:** The final phase of relationship breakdown, wherein post-breakdown, a person prepares for a new relationship. **Intrapsychic phase:** A phase in relationship breakdown which consists of a person internally considering their dissatisfaction with their relationship. **Matching hypothesis:** The theory that people are more likely to form a relationship with someone they share common traits with. **Parasocial relationship:** A relationship that develops in a one-sided fashion with someone who cannot reciprocate. **Rusbult's investment model of commitment:** The theory that there are three factors that contribute to the commitment to a relationship: level of satisfaction, potential alternatives and romantic investment. **Self-disclosure:** To share personal information with someone else in an attempt to establish trust within a relationship. **Social demography:** The first filter in "filter theory", which refers to social and cultural features of people, e.g. social background and proximity. **Social exchange theory**: The theory that relationships consist of mutual cost-benefit investments. If a relationship exceeds cost and does not reap enough benefits, it may end.

	Social phase: The third phase in relationship breakdown. A person expresses their dissatisfaction within their social group, causing family and friends to agree or disagree with the person. This will further the breakdown of the relationship	
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.	
4.3 Issues and Options in Psychology	**4.3.1 Issues and Debates in Psychology**	
	Autumn Half Term 1	Autumn Half Term 2
Topic	▪ Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. ▪ Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. ▪ The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.	▪ Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. ▪ Idiographic and nomothetic approaches to psychological investigation. ▪ Ethical implications of research studies and theory, including reference to social sensitivity.
Knowledge	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content ▪ apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 3. These skills should be developed through study of the specification content and through ethical practical research activities, involving:	

	▪ designing research ▪ conducting research ▪ analysing and interpreting data. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).
Key Vocab	**Alpha bias:** When differences between males and females are overstated. For example, the difference in mating behaviours between males and females is exaggerated, suggesting males are more promiscuous by nature. **Androcentrism:** (Andro = male). A bias towards a male-centred view. In psychology, many subjects of important studies were male, resulting in general psychology paradigms being more male-centred. **Beta bias:** When differences between males and females are understated. For example, the general consensus was the fight-or-flight response was equally adopted by male and female animals, whereas under scrutiny it was discovered females could also adopt the "tend-and-befriend" response. **Biological determinism:** The idea that all human behaviour stems from your genetic code in some way. **Biological reductionism:** The idea that behaviour can be reduced to simple physical components such as nerves and ions. **Cultural relativism:** To view a person's culture from the perspective of someone within that culture, rather than your own. **Determinism:** The idea that things are predetermined and everything has a cause. **Environmental determinism:** The idea that all human behaviour is a direct result of the environment and outside forces. **Environmental reductionism:** The idea that behaviour can be reduced to simple responses to stimuli. Ethnocentrism: A bias towards your own culture, and judging other cultures by that subjective standard. **Hard determinism:** The idea that free will is non-existent, all choices and behaviour arise due to pre-existent causes. **Holism:** A type of learning approach that suggests that to understand human behaviour we must look at the human as a whole. **Idiographic approach**: A type of learning approach that suggests we should focus on the unique experiences of each individual to understand human behaviour.

	Interactionist approach: The idea that all human behaviour has multiple causes that stem from the simplest causes (genes) all the way to complex causes (social and cultural systems). **Nomothetic approach**: A type of learning approach that suggests we should establish general laws of behaviour that can be applied to all people to understand human behaviour. **Psychic determinism:** The idea that all human behaviour is a result of unconscious mental processes. **Reductionism:** A type of learning approach that suggests that, to understand human behaviour, we must reduce it to its simplest parts. **Social sensitivity:** The possibility for studies to have results that could negatively impact some groups of people. **Soft determinism:** The idea that although the choices we pick from are limited and predetermined, humans still have the free will to pick within these predetermined choices.	
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.	
4.3 Issues and Options in Psychology	**4.3.5 Schizophrenia**	
	Spring Half Term 1	Spring Half Term 2
Topic	▪ Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition.	▪ Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. ▪ Drug therapy: typical and atypical antipsychotics.

	▪ 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	▪ 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.
Knowledge and Skills	Students will be expected to: ▪ Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content ▪ apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 3. These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocab	**Atypical antipsychotics:** Newer antipsychotics with fewer side effects that can affect more than one neurotransmitter. **Avolition**: A chronic lack of motivation to complete tasks. **Delusions:** Where a person holds an incorrect belief that is fixed and unchangeable in spite of offering evidence. **Diathesis-stress model:** The theory that schizophrenia develops by genetic markers that increase vulnerability to schizophrenia, and external stressors that trigger it to develop. **Dopamine hypothesis:** The theory that excess and lack of dopamine in different areas of the brain could be responsible for some schizophrenic symptoms. **Dysfunctional thought processing:** The theory that schizophrenia could be attributed to faulty cognitive processes. **Family dysfunction:** Some unhealthy family dynamics that may be a cause of schizophrenia, such as lack of communication, contradictory responses etc.	

	Hallucinations: Additional sensory experiences e.g. seeing someone that isn't really there. **Negative symptoms:** Symptoms that occur with loss of regular functioning i.e. avolition. **Positive symptoms:** Symptoms that occur with excessive to regular functioning, e.g. auditory hallucinations. **Schizophrenia:** A mental disorder characterised by a confusion between reality and what is in their mind. **Speech poverty:** The inability to produce fluent and coherent speech. **Token economy:** A form of behaviour management that aims to increase desirable behaviour and reduce undesirable behaviour by use of tokens. If desirable behaviour is displayed, immediate (indirect) rewards in the form of tokens are given. These tokens can then be exchanged for a reward of choice. **Typical antipsychotics:** Older antipsychotics that were developed to reduce dopamine levels in the brain.	
Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.	
4.3 Issues and Options in Psychology	**4.3.9 Forensics**	
	Spring Half Term 1	Spring Half Term 2
Topic	▪ Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.	▪ Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.

	▪ Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.	▪ Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes
Knowledge	Students will be expected to: ▪ demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content ▪ apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts ▪ analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content ▪ evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 3. ▪ These skills should be developed through study of the specification content and through ethical practical research activities, involving: ▪ designing research ▪ conducting research ▪ analysing and interpreting data. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	
Key Vocab	**Anger management:** Therapy that aims to reduce criminal behaviour by identifying anger and aggressive behaviour and teaching alternatives to cope. For example learning meditation techniques. **Atavistic form**: An approach to explain criminal behaviour, historically. This theory suggests criminal behaviour could be a result of genes, and therefore some individuals were predisposed to commit crimes. This theory further claimed to be able to identify criminals from the shape of their skulls, and that criminals were more primitive due to their inclination to commit crimes. **Cognitive distortions:** Faulty cognitions that lead to irrational thoughts. **Custodial sentencing:** A punishment that aims to reduce criminal behaviour, via sentencing in court for either prison or some other institute. **Differential association theory:** A theory that suggests that criminal behaviour develops through experiences and association with other criminal behaviours.	

	Disorganised offender: This is a term used to describe offenders who are more likely to have committed the crime impulsively. This would be implied through a discarded body and various evidence left at the scene. These types of offenders are typically of low intelligence, not confident and have poor rates of employment. **Eysenck's theory (of criminal personality):** This theory suggested that criminal behaviour was a result of certain personality traits, such as high extraversion and neuroticism. **Geographical profiling:** An investigative method to identify an offender. By noting all the areas a certain crime took place, the location of the offender is predicted since an offender usually will not travel too far to commit crimes. **Hostile attribution bias:** A form of cognitive distortion which may explain some criminal behaviour. Specifically, this is when a person interprets someone else's behaviour as hostile, in spite of it not being so. For example, misinterpreting a neutral face to be upset/angry. **Level of moral reasoning:** A theory for criminal behaviour which suggests it arises due to an immature sense of what is right or wrong. According to this theory, moral reasoning develops in stages. **Minimalisation:** A form of cognitive distortion which may explain some criminal behaviour. This is when an offender reduces the severity of their crimes. For example using language like "they were asking for it" or avoiding using terms like "rape". **Offender profiling:** A technique used to identify possible offenders which involves creating a "profile" which contains probable traits of the offender. These traits are inferred from the way the crime was committed. **Organised offender:** This refers to offenders who have planned the crime; which is implied through hiding the body and removing the weapon. These types of offenders are typically highly intelligent. **Recidivism:** To re-offend. **Restorative justice programmes:** Programmes that aim to reduce criminal behaviour by introducing the offender to the victim/victim's family. This gives the victim the opportunity to reach catharsis and the criminal to confront the consequences of their actions. **Top-down approach**: A technique used for offender profiling, which involves looking at previous similar cases and the criminals responsible. Thus, some common traits can be identified, which are probably exhibited by the current offender as well.

Assessment	Assessment of this topic will take place at various times throughout the two year course: During initial learning of the topic there will be a series of multiple choice, short answer and extended answer questions. The maximum marks per question will range from 1-16 marks. There will be a 24 mark mock paper on this individual unit, straight after learning the topic. In the spring term of year 13 you will complete another mock on this individual unit. In the summer term of year 13 you will see this topic again, this time as part of a complete exam paper totaling 96 marks.