

Subject: Psychology A-Level

**Curriculum Intent Document:**

	Year 12	Year 13
Autumn 1	<p>Topic: Biopsychology/Psychodynamic</p> <p>Knowledge/Skills taught:</p> <p>Assumptions:</p> <ul style="list-style-type: none"><li>• evolutionary influences</li><li>• localisation of brain function</li><li>• neurotransmitters</li><li>• formation of relationships (e.g. siblings)</li></ul> <p>Therapy: Psychosurgery</p> <p>Classic Research: Raine, A., Buchsbaum, M. and LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. <i>Biological Psychiatry</i>, 42(6), 495-508</p> <p>Contemporary Debate: The ethics of neuroscience</p>	<p>Topic: Bullying</p> <p>Knowledge/Skills taught:</p> <p>Bullying behaviours</p> <p>BIOLOGICAL: For example</p> <ul style="list-style-type: none"><li>• bullying genes</li><li>• evolved gender differences</li><li>• hormones</li></ul> <p>INDIVIDUAL: For example</p> <ul style="list-style-type: none"><li>• cognitive biases</li><li>• narcissistic personality</li><li>• theory of mind</li></ul> <p>SOCIAL For example</p> <ul style="list-style-type: none"><li>• cultural differences</li><li>• in-group / out-group</li><li>• moral disengagement</li></ul> <p>MODIFYING BEHAVIOUR Including</p>

	<p>Assumptions:</p> <ul style="list-style-type: none"> <li>• influence of childhood experiences</li> <li>• the unconscious mind</li> <li>• tripartite personality</li> <li>• formation of relationships (e.g. mother and child)</li> </ul> <p>Therapy: Dream Analysis</p> <p>Classic Research: Bowlby, J. (1944) Forty-four juvenile thieves: Their characters and home-life. International Journal of Psychoanalysis, 25(19-52), 107-127</p> <p>Contemporary Debate The mother as primary care-giver of an infant</p>	<ul style="list-style-type: none"> <li>• Creating A Peaceful School Learning Environment (CAPSLE)</li> <li>• Olweus Bullying Prevention Programme</li> </ul>
Autumn 2	<p>Topic: Biopsychology/Psychodynamic</p> <p>Knowledge/Skills taught:</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• evolutionary influences</li> <li>• localisation of brain function</li> <li>• neurotransmitters</li> </ul>	<p>Topic: Bullying</p> <p>Knowledge/Skills taught:</p> <p>Bullying behaviours</p> <p>BIOLOGICAL: For example</p> <ul style="list-style-type: none"> <li>• bullying genes</li> </ul>

	<ul style="list-style-type: none"> <li>• formation of relationships (e.g. siblings)</li> </ul> <p>Therapy: Psychosurgery</p> <p>Classic Research: Raine, A., Buchsbaum, M. and LaCasse, L. (1997) Brain abnormalities in murderers indicated by positron emission tomography. <i>Biological Psychiatry</i>, 42(6), 495-508</p> <p>Contemporary Debate: The ethics of neuroscience</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• influence of childhood experiences</li> <li>• the unconscious mind</li> <li>• tripartite personality</li> <li>• formation of relationships (e.g. mother and child)</li> </ul> <p>Therapy: Dream Analysis</p> <p>Classic Research: Bowlby, J. (1944) Forty-four juvenile thieves: Their characters and home-life.</p>	<ul style="list-style-type: none"> <li>• evolved gender differences</li> <li>• hormones</li> </ul> <p>INDIVIDUAL: For example</p> <ul style="list-style-type: none"> <li>• cognitive biases</li> <li>• narcissistic personality</li> <li>• theory of mind</li> </ul> <p>SOCIAL For example</p> <ul style="list-style-type: none"> <li>• cultural differences</li> <li>• in-group / out-group</li> <li>• moral disengagement</li> </ul> <p>MODIFYING BEHAVIOUR Including</p> <ul style="list-style-type: none"> <li>• Creating A Peaceful School Learning Environment (CAPSLE)</li> <li>• Olweus Bullying Prevention Programme</li> </ul>
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	<p>International Journal of Psychoanalysis, 25(19-52), 107-127</p> <p>Contemporary Debate The mother as primary care-giver of an infant</p>	
Spring 1	<p>Topic: Behaviourist/Cognitive</p> <p>Knowledge/Skills taught:</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• blank slate</li> <li>• behaviour learnt through conditioning</li> <li>• humans and animals learn in similar ways</li> <li>• formation of relationships (e.g. pet and owner)</li> </ul> <p>Therapy: Systematic desensitisation</p> <p>Classic Research: Watson, J.B. and Rayner, R. (1920) Conditioned emotional reactions. Journal of Experimental Psychology, 3(1), 1-14</p> <p>Contemporary Debate Using conditioning techniques to control the behaviour of children</p>	<p>Topic: Criminal Behaviour</p> <p>Knowledge/Skills taught:</p> <p>Criminal behaviours</p> <p>BIOLOGICAL For example</p> <ul style="list-style-type: none"> <li>• disinhibition hypothesis</li> <li>• inherited criminality</li> <li>• role of the amygdala</li> </ul> <p>INDIVIDUAL For example</p> <ul style="list-style-type: none"> <li>• Eysenck's criminal personality</li> <li>• intelligence factors</li> <li>• psychopathic personality</li> </ul> <p>SOCIAL For example</p> <ul style="list-style-type: none"> <li>• differential association theory</li> <li>• gender socialisation</li> <li>• normalisation theory</li> </ul> <p>MODIFYING BEHAVIOUR Including</p> <ul style="list-style-type: none"> <li>• anger management</li> </ul>

	<p>Assumptions:</p> <ul style="list-style-type: none"> <li>• computer analogy</li> <li>• internal mental processes</li> <li>• schemas</li> <li>• formation of relationships (e.g. romantic)</li> </ul> <p>Therapy: Cognitive behavioural therapy</p> <p>Classic Research: Loftus, E. and Palmer, J.C. (1974) Reconstruction of automobile destruction: an example of the interaction between language and memory. Journal of Verbal Learning and Verbal Behaviour, 13, 585-589</p>	<ul style="list-style-type: none"> <li>• restorative justice</li> </ul>
Spring 2	<p>Topic: Behaviourist/Cognitive</p> <p>Knowledge/Skills taught:</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• blank slate</li> <li>• behaviour learnt through conditioning</li> <li>• humans and animals learn in similar ways</li> <li>• formation of relationships (e.g. pet and owner)</li> </ul>	<p>Topic: Criminal Behaviour</p> <p>Knowledge/Skills taught:</p> <p>Criminal behaviours</p> <p>BIOLOGICAL For example</p> <ul style="list-style-type: none"> <li>• disinhibition hypothesis</li> <li>• inherited criminality</li> <li>• role of the amygdala</li> </ul> <p>INDIVIDUAL For example</p>

	<p>Therapy: Systematic desensitisation</p> <p>Classic Research:Watson, J.B. and Rayner, R. (1920) Conditioned emotional reactions. Journal of Experimental Psychology, 3(1), 1-14</p> <p>Contemporary Debate Using conditioning techniques to control the behaviour of children</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• computer analogy</li> <li>• internal mental processes</li> <li>• schemas</li> <li>• formation of relationships (e.g. romantic)</li> </ul> <p>Therapy: Cognitive behavioural therapy</p> <p>Classic Research: Loftus, E. and Palmer, J.C. (1974) Reconstruction of automobile destruction: an example of the interaction between language and memory. Journal of Verbal Learning and Verbal Behaviour, 13, 585-589</p>	<ul style="list-style-type: none"> <li>• Eysenck's criminal personality</li> <li>• intelligence factors</li> <li>• psychopathic personality</li> </ul> <p>SOCIAL For example</p> <ul style="list-style-type: none"> <li>• differential association theory</li> <li>• gender socialisation</li> <li>• normalisation theory</li> </ul> <p>MODIFYING BEHAVIOUR Including</p> <ul style="list-style-type: none"> <li>• anger management</li> <li>• restorative justice</li> </ul>
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<p>Summer 1</p>	<p>Topic: Positive and Research Methods</p> <p>Knowledge/Skills taught:</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• acknowledgement of free will</li> <li>• authenticity of goodness and excellence</li> <li>• focus on 'the good life'</li> <li>• formation of relationships (e.g. friends)</li> </ul> <p>Therapy:</p> <p>Mindfulness</p> <p>Classic Research:</p> <p>Myers, D.G. and Diener, E. (1995) Who is happy? Psychological Science, 6(1) 10-17</p> <p>Contemporary Debate:</p> <p>Relevance of positive psychology in today's society</p> <p>Research Methods:</p> <p>Understanding Research Methods</p> <p>Terminology:</p> <p>This includes concepts like reliability, validity, sampling methods (random, stratified, snowballing), ethical considerations (informed consent, right to withdraw, protection from harm), practical</p>	<p>Topic: Autism/Controversies</p> <p>Knowledge/Skills taught:</p> <p>Autistic spectrum behaviours</p> <p>BIOLOGICAL For example</p> <ul style="list-style-type: none"> <li>• amygdala dysfunction</li> <li>• chloride ions at birth</li> <li>• genetic predisposition</li> </ul> <p>INDIVIDUAL For example</p> <ul style="list-style-type: none"> <li>• gender differences</li> <li>• theory of mind</li> <li>• weak central coherence theory</li> </ul> <p>SOCIAL For example</p> <ul style="list-style-type: none"> <li>• male behaviour</li> <li>• empathising-systemising theory</li> <li>• refrigerator mother</li> </ul> <p>MODIFYING BEHAVIOUR Including</p> <ul style="list-style-type: none"> <li>• Picture Exchange Communication System (PECS)</li> <li>• Relationship Development Intervention</li> </ul> <p>Controversy in psychology</p> <p>Exploration of the controversy to include</p> <p>Cultural bias</p> <ul style="list-style-type: none"> <li>• cross cultural studies</li> <li>• difference or bias</li> </ul>
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	<p>issues (cost, time, access), and potential biases (researcher bias, demand characteristics, social desirability, Hawthorne effect).</p> <p>Applying Research Methods: Students will learn to apply these methods to investigate human and animal behavior and to conduct their own research.</p>	<ul style="list-style-type: none"> <li>• ethnocentrism</li> <li>• historical and social context</li> </ul> <p>Ethical costs of conducting research</p> <ul style="list-style-type: none"> <li>• benefits to society and the economy</li> <li>• individual participants</li> <li>• potentially negative consequences for society</li> <li>• risk management techniques used by Psychologists</li> </ul> <p>Non-human animals</p> <ul style="list-style-type: none"> <li>• BPS Guidelines for Psychologists</li> </ul> <p>Working with Animals</p> <ul style="list-style-type: none"> <li>• comparative / ethological psychology</li> <li>• use as a therapeutic device</li> <li>• speciesism</li> </ul> <p>Scientific status</p> <ul style="list-style-type: none"> <li>• benefits of being a science to society and the economy</li> <li>• changing nature of 'science'</li> <li>• costs of being a science</li> <li>• methodologies used by the various approaches</li> </ul> <p>Sexism</p> <ul style="list-style-type: none"> <li>• gender difference or gender bias</li> <li>• heterosexism</li> <li>• historical and social context</li> <li>• the 'invisibility' of women in psychology</li> </ul>
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<p>Summer 2</p>	<p>Topic: Positive</p> <p>Knowledge/Skills taught:</p> <p>Assumptions:</p> <ul style="list-style-type: none"> <li>• acknowledgement of free will</li> <li>• authenticity of goodness and excellence</li> <li>• focus on 'the good life'</li> <li>• formation of relationships (e.g. friends)</li> </ul> <p>Therapy:</p> <p>Mindfulness</p> <p>Classic Research:</p> <p>Myers, D.G. and Diener, E. (1995) Who is happy? Psychological Science, 6(1) 10-17</p> <p>Contemporary Debate:</p> <p>Relevance of positive psychology in today's society</p> <p>Research Methods:</p> <p>Understanding Research Methods</p> <p>Terminology:</p> <p>This includes concepts like reliability, validity, sampling methods (random, stratified, snowballing), ethical considerations (informed consent, right to</p>	<p>Topic: Autism/Controversies</p> <p>Knowledge/Skills taught:</p> <p>Topic: Autism/Controversies</p> <p>Knowledge/Skills taught:</p> <p>Autistic spectrum behaviours</p> <p>BIOLOGICAL For example</p> <ul style="list-style-type: none"> <li>• amygdala dysfunction</li> <li>• chloride ions at birth</li> <li>• genetic predisposition</li> </ul> <p>INDIVIDUAL For example</p> <ul style="list-style-type: none"> <li>• gender differences</li> <li>• theory of mind</li> <li>• weak central coherence theory</li> </ul> <p>SOCIAL For example</p> <ul style="list-style-type: none"> <li>• male behaviour</li> <li>• empathising-systemising theory</li> <li>• refrigerator mother</li> </ul> <p>MODIFYING BEHAVIOUR Including</p> <ul style="list-style-type: none"> <li>• Picture Exchange Communication System (PECS)</li> <li>• Relationship Development Intervention</li> </ul> <p>Controversy in psychology</p> <p>Exploration of the controversy to include</p>
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	<p>withdraw, protection from harm), practical issues (cost, time, access), and potential biases (researcher bias, demand characteristics, social desirability, Hawthorne effect).</p> <p>Applying Research Methods: Students will learn to apply these methods to investigate human and animal behavior and to conduct their own research.</p>	<p>Cultural bias</p> <ul style="list-style-type: none"> <li>• cross cultural studies</li> <li>• difference or bias</li> <li>• ethnocentrism</li> <li>• historical and social context</li> </ul> <p>Ethical costs of conducting research</p> <ul style="list-style-type: none"> <li>• benefits to society and the economy</li> <li>• individual participants</li> <li>• potentially negative consequences for society</li> <li>• risk management techniques used by Psychologists</li> </ul> <p>Non-human animals</p> <ul style="list-style-type: none"> <li>• BPS Guidelines for Psychologists</li> </ul> <p>Working with Animals</p> <ul style="list-style-type: none"> <li>• comparative / ethological psychology</li> <li>• use as a therapeutic device</li> <li>• speciesism</li> </ul> <p>Scientific status</p> <ul style="list-style-type: none"> <li>• benefits of being a science to society and the economy</li> <li>• changing nature of 'science'</li> <li>• costs of being a science</li> <li>• methodologies used by the various approaches</li> </ul> <p>Sexism</p> <ul style="list-style-type: none"> <li>• gender difference or gender bias</li> <li>• heterosexism</li> <li>• historical and social context</li> </ul>
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