

Year 12	Psychology
Autumn 1	<p>Teacher A: Social Influence</p> <ul style="list-style-type: none"> • Conformity (types, explanations and social roles) • Obedience • Authority <p>Teacher B: Approaches to Psychology</p> <ul style="list-style-type: none"> • Origins of psychology • Behaviourism • Social learning theory • Cognitive • Biological and evolutionary • Psychodynamic • Humanistic
Autumn 2	<p>Teacher A: Social Influence (continued)</p> <ul style="list-style-type: none"> • Resistance to social influence • Minority influence • Social influence and social change <p>Teacher B: Attachment</p> <ul style="list-style-type: none"> • Caregiver-infant interactions • The development of attachment • Animal studies of attachment • Explanations of attachment (learning theory and Bowlby) <p>Assessment 1 (mid-November): Social Influence and Approaches (16-mark questions)</p>
Spring 1	<p>Teacher A: Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality • Mental disorders • The behavioural approach (phobias) <p>Teacher B: Attachment (continued)</p> <ul style="list-style-type: none"> • Types of attachment (strange situation) • Cultural variations • Maternal deprivation • Effects of institutionalisation • Influence of early attachment
Spring 2	<p>Teacher A: Psychopathology</p> <ul style="list-style-type: none"> • The cognitive approach (depression) • The biological approach (OCD) <p>Teacher B: Memory</p> <ul style="list-style-type: none"> • Short and long-term memory (capacity, duration, coding) • Multi-store model of memory • Types of LTM • The working memory model <p>Assessment 2 (late February): Psychopathology, Attachment and Social Influence (short-answer questions)</p>
Summer 1	<p>Teacher A: Research Methods</p> <ul style="list-style-type: none"> • Experiments (types of experiment, variables, hypotheses) • Sampling • Ethics

	<ul style="list-style-type: none"> • Observations (techniques and design) <p>Teacher B: Memory</p> <ul style="list-style-type: none"> • Explanations of forgetting (interference and retrieval failure) • Accuracy of eyewitness testimony (misleading information, anxiety and the cognitive interview) <p>Assessment 3 (late April): Attachment (16-marker and short answer question) and Approaches (short answer)</p>
Summer 2	<p>Teacher A: Research Methods</p> <ul style="list-style-type: none"> • Self-report (techniques and design) • Correlations • Data handling and analysis • Scientific process and peer review <p>Teacher B: Biopsychology</p> <ul style="list-style-type: none"> • The nervous system • Neurons and synaptic transmission • The endocrine system • The fight or flight response <p>Assessment 4 (late June): End of year exam – full paper 1 exam (social influence, memory, attachment, psychopathology)</p>

Year 13	Psychology
Autumn 1	<p>Teacher A: Aggression</p> <ul style="list-style-type: none"> • Introduction to aggression and anger • Social learning theory and deindividuation • Biological explanations (neural, hormonal, evolutionary and genetic) • Ethological explanations <p>Teacher B: Biopsychology</p> <ul style="list-style-type: none"> • Localisation of function • Lateralisation and split-brain research • Plasticity and functional recovery • Circadian, ultradian and infradian rhythms • Endogenous pacemakers and exogenous zeitgebers • Ways of studying the brain <p>Assessment 1 (early October): Aggression and Biopsychology 16-mark questions.</p>
Autumn 2	<p>Teacher A: Aggression/Approaches to Psychology</p> <ul style="list-style-type: none"> • Frustration-aggression hypothesis • Institutional aggression • Media aggression • Approaches to psychology revision (key studies and topics for mock exams) <p>Teacher B: Issues and Debates</p> <ul style="list-style-type: none"> • Gender and cultural bias • Free will and determinism • Nature-nurture debate • Holism and reductionism • Ideographic and nomothetic approaches • Ethical implications of research <p>Assessment 2 (December): Mock exams. Full paper 1 and paper 2.</p>

Spring 1	<p>Teacher A: Stress</p> <ul style="list-style-type: none"> • Managing and coping with stress • Individual differences in stress • Gender differences in stress • Social support to cope with stress • Mock exam review meetings <p>Teacher B: Gender</p> <ul style="list-style-type: none"> • Androgyny • Biological approach • Cognitive explanations • Psychodynamic explanations • Social learning theory • Culture and media • Atypical gender development • Mock exam review meetings
Spring 2	<p>Teacher A: Paper 1 and Approaches Revision</p> <ul style="list-style-type: none"> • Social Influence • Memory • Attachment • Psychopathology • Approaches to Psychology <p>Teacher B: Paper 2 and 3 Revision</p> <ul style="list-style-type: none"> • Biopsychology • Research Methods • Issues and Debates • Gender • Stress • Aggression <p>Assessment 3 (late March): Full paper 3 and research methods section (paper 2).</p>
Summer	<p>Teacher A: Paper 1 and Approaches Revision</p> <ul style="list-style-type: none"> • Social Influence • Memory • Attachment • Psychopathology • Approaches to Psychology <p>Teacher B: Paper 2 and 3 Revision</p> <ul style="list-style-type: none"> • Biopsychology • Research Methods • Issues and Debates • Gender • Stress • Aggression <p>A-Level Exams</p>

Assessment point

Assessment point on topic currently being taught

Assessment point on topic previously taught (inter-leaving)

Formal assessment/exam