**Key:** ***Bold** writing shows development or progression from previous year. *<u>Underline</u> shows cross-over of key concepts with other end-points

| **Faculty: Open faculty** | **Subject: Psychology** | | |
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| **End points** | **Year 11** | **Year 12** | **Year 13** |
| Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry | ● biological – an understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour<br>● cognitive – an understanding of thought, information and mental processing as contributors to behaviour<br>● social – an understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups<br>● developmental – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals<br>● individual differences – an understanding of the complex nature of human behaviour and experiences and why and how people are different. | Approaches in Psychology Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches:<br>• Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.<br>• 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.<br>• The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.<br>• 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.<br>• 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. | Biopsychology<br>• The divisions of the nervous system: central and peripheral (somatic and autonomic).<br>• The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.<br>• The function of the endocrine system: glands and hormones.<br>• The fight or flight response including the role of adrenaline.<br>• 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.<br>• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. |

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| | | • Comparison of approaches. | • 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. |
| Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena | ● debates in psychology, including 'reductionism/holism' and 'nature/nurture'<br>● how psychological knowledge and ideas change over time and how they inform our understanding of behaviour<br>● the contribution of psychology to an understanding of individual, social and cultural diversity<br>● the interrelationships of the core areas of psychology<br>● how the studies for topics relate to the associated theory<br>● research methods. | Memory<br>• The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.<br>• Types of long-term memory: episodic, semantic, procedural.<br>• The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.<br>• Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.<br>• Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.<br>• Improving the accuracy of eyewitness testimony, including the use of the cognitive interview<br><br>Attachment<br>• Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.<br>• Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The | Psychopathology<br>• Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.<br>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).<br>• 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.<br>• 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.<br>• The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. |

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| | | concepts of a critical period and an internal working model.<br>• Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.<br>• Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.<br>• The influence of early attachment on childhood and adult relationships, including the role of an internal working model. | |
| Understand how psychological research is conducted, including the role of scientific method and data analysis | Be able to identify:<br>an independent variable (IV)<br>a dependent variable (DV)<br>extraneous variables<br><br>use of standardised procedures<br>counterbalancing<br>randomisation<br>single-blind techniques<br>double-blind techniques<br><br>understand target population samples<br>understand random sampling,<br>stratified sampling ,volunteer sampling and opportunity sampling<br>informed consent<br>deception<br>confidentiality<br>right to withdraw<br>protection of participants<br><br>laboratory experiment | • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.<br>• Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.<br>• Self-report techniques. Questionnaires; interviews, structured and unstructured.<br>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.<br>• Content analysis.<br>• Case studies<br><br>Scientific processes<br>• Aims: stating aims, the difference between aims and hypotheses.<br>• Hypotheses: directional and non-directional.<br>• Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and | Data handling and analysis<br>• Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.<br>• Primary and secondary data, including meta-analysis.<br>• 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.<br>Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.<br>• Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. |

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| | field experiment<br>natural experiment<br>interview, including: structured, semi-structured and unstructured.<br>Questionnaire, including : closed-ended questions to elicit quantitative data and open-ended questions to elicit qualitative data<br>correlation<br>case study<br>observation's<br><br>**Basic Data analysis skills** | volunteer; implications of sampling techniques, including bias and generalisation.<br>• Pilot studies and the aims of piloting.<br>• Experimental designs: repeated measures, independent groups, matched pairs.<br>• Observational design: behavioural categories; event sampling; time sampling.<br>• Questionnaire construction, including use of open and closed questions; design of interviews.<br>• Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.<br>• Control: random allocation and counterbalancing, randomisation and standardisation.<br>• Demand characteristics and investigator effects.<br>• 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.<br>• The role of peer review in the scientific process.<br>• The implications of psychological research for the economy.<br>• Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.<br>• Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.<br>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. | • Analysis and interpretation of correlation, including correlation coefficients.<br>• Levels of measurement: nominal, ordinal and interval.<br>• Content analysis and coding. |

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| | | • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing | |
| Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers | Understand morality issues in psychology and the individual<br><br>Understand the reductionism and holism debate<br><br>Understand how psychology has changed over time<br><br>Understand social and cultural issues in psychology<br><br>Understand the nature and nurture debate | Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.<br>• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.<br>• The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.<br>• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.<br>• Idiographic and nomothetic approaches to psychological investigation.<br>• Ethical implications of research studies and theory, including reference to social sensitivity | **Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.**<br>**• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.**<br>**• The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.**<br>**• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.**<br>**• Idiographic and nomothetic approaches to psychological investigation.**<br>**• Ethical implications of research studies and theory, including reference to social sensitivity** |
| Gain an understanding of the relationship between psychology and personal, moral, social and cultural | **Know the terms:**<br>**a. obedience**<br>**b. conformity** | Social influence<br>• Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and | |

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| issues, and develop an understanding of ethical issues in psychology | **c. deindividuation**<br>**d. bystander effect**<br><br>**Understand factors affecting bystander intervention**<br><br>**Understand conformity to majority influence and factors affecting conformity to majority influence.**<br><br>**Understand obedience to authority and factors affecting obedience to authority figures.**<br><br>**Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour.**<br><br>**Understand possible ways to prevent blind obedience to authority figures** | normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.<br>• Conformity to social roles as investigated by Zimbardo.<br>• 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.<br>• Explanations of resistance to social influence, including social support and locus of control.<br>• Minority influence including reference to consistency, commitment and flexibility.<br>• The role of social influence processes in social change | |