

KS5 Curriculum Overview: Psychology

2021-2022

Core aims of the Psychology at Key Stage 5 (2 years)

Psychology encompasses everything that we strive for as human beings. Our aim at Brine Leas is a partnership between staff and students within the social science psychology team that is professional, educational and supportive - at a time when the transition through education and childhood can be very challenging. Our purpose in psychology is to offer students an engaging, stimulating and coherent introduction to psychology by fostering their interest in the subject and developing their psychological knowledge and literacy, allowing them to fully understand and effectively discuss psychological issues with confidence.

In psychology we promote and stimulate intellectual, social and emotional development, by providing a breadth and depth of skills and knowledge within each selected topic area. We achieve this through encouraging well-read, clear-thinking, independent thinking in our learners which will provide a grounding for future preparation and academic aspirations in learner outcomes. We expect the highest academic standards, co-operation, and effort from all. The breadth of topics covered within the GCSE and A level allows our learners to grasp a foundation awareness of psychological theory, studies, scientific research and mathematical application – alleviating many of the misconceptions derived from ignorance and stereotyping of the subject area from the nonspecialist domain. Psychology enables learners to scientifically analyse people's behaviour as well as their own and learn to appreciate that all human behaviour is driven by a vast and complex combination of factors. This comprehension of factors in itself makes psychology a very complicated and challenging subject in addition to its application to those in the immediate environment of our learners, the community and wider societal understanding. Learners will participate in active debates concerned with the causes of human behaviour for example, genetics, brain deficits, cognitive processing and learned behaviour. This contextualist cultural capital learning can then be applied to behavioural abnormalities, developmental disorders, resilience learning and other psychological areas. Once armed with the correct and accurate knowledge provided by departmental qualified teaching specialists our learners will be able in a safe environment to challenge the misconceptions of topical areas such as mental health, criminal behaviour, warfare, anti-social behaviour in addition to many other individual, community and society interactions. From this our learners will come to recognise that Psychology is everywhere and applicable to all experiences in life making the study of Psychology invaluable for future progression and careers. Psychology is there to equip students with appropriate knowledge and skills needed to understand and explain the causes of human behaviour and the impact this has on local community involvement in to wider society in terms of all facets – medical; legal; political – amongst others. Some of our students will engage locally in supporting childcare facilities, youth organisations to giving freely of their time within local care homes. Globally they will align with legacy students pursuing careers as lawyers, doctors, clinical psychiatrists, business entrepreneurs to many more positive career journeys.

Collaborative, tailored and thorough curriculum planning is at the heart of what we do as psychology specialists. Review of schemes of work, maximising resources available and diversifying our teaching strategies allows us to deliver a comprehensive programme of study allowing our students to go beyond what is taught in lessons. To ensure sustained long-term learning - students are supported on mastering subject content embedded within our two-year programme. This is enabled through the use of knowledge organisers; theory packs; memory techniques; metacognition; applied case studies; literacy/numeracy application; key terminology glossaries amongst other subject specific support – most recently our online learning approach to studying. The sensitive nature of some topic material within psychology is delivered through teacher modelling - encouraging students to demonstrate manners, respect and tolerance both inside and outside of the classroom. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. Our

psychology curriculum is designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge, inspire and motivate our most able learners yet at the same time providing the scaffolding to those students who need it most.

Learners are encouraged in addition to embrace classroom strategies to diversify their learning to become independent learners through sourcing online departmental resources, google scholar and recommended web learning and additional higher level qualifications. To complement learning our students will engage in extension reading analysis; supported organisational guidance; key speakers; relevant external visits - all tailored towards gaining valuable applied insight into the subject and demands of the examinations.

Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from academic, entrepreneurial, sports and creative backgrounds being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. Our goal is not only to prepare the young people we encounter with the skills to succeed but to inspire them to embrace the full potential of their abilities by offering them a future that broadens their horizons and offers them opportunities.

Fieldwork

Research methods practical's for each topic area.

Assessment

Paper 1

Written examination. Students must answer all questions from five sections. Sections A–D total 70 marks and comprise mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows: **Section A:** Social psychology, **Section B:** Cognitive psychology. **Section C:** Biological psychology, **Section D:** Learning theories. Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. The assessment consists of 90 marks. The formulae and statistical tables given in

Paper 2

Written examination. The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B. **Section A** has 54 marks and comprises of mixed question types, including data and stimulus response, short-answer and extended response questions with a 20-mark response covering the topic area of clinical psychology. **Section B** presents students with a choice of one from three optional topic areas – Criminological psychology, Child psychology or Health psychology. Each section totals 36 marks and comprises mixed question types, including stimulus and data response, short-answer and extended response questions. The assessment is 2 hours long. The assessment consists of 90 marks.

Paper 3

Written examination. Students must answer all questions from three sections. **Section A** has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions, covering the topic area of research methods. **Section B** has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response questions based on classic studies given in Topics 1-5. **Section C** has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. The assessment consists of 80 marks.

Homework

Homework's are set regularly in line with department assessment policy.
Clubs and/or intervention
Knowledge recall quizzes are used to improve long-term memory of psychological concepts, theories and studies. Revision packs and guidance in addition to notes are available in the run-up to internal assessments and exams. Repetition of work to ensure mastery of the PEEL/GRAVEDS/SCOPA structures are embedded throughout the course.
Parental/Carer support
Review students learning in folders in order to aid revision for knowledge recall quizzes; work through additional assessments given in class notes and text books; encourage students to watch or read about the theories and concepts learned about on the course and apply this to their own context e.g., Child of our Time; Life of Five year olds, documentaries. Ongoing assessment revision and testing to assess students on the content included within their knowledge folder and assessment books to ensure long term memory recall.
Helpful sources of information
SOW for text book support and guidance; Edexcel website, Brine Leas website.

Year 12 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p>Big Idea: Paper 1 Foundations in Psychology (Social Psychology, Cognitive psychology, Learning theories, Biological psychology)</p> <p>Rationale: Students will develop knowledge of theories, studies, research methods and practical research for social psychology, cognitive psychology, learning theories and biological psychology which underpin issue and debates within psychology.</p>			

<p>Paper 1 Foundations in Psychology ➤ Social Psychology Students must show understanding that social psychology is about aspects of human behaviour that involve the individual's relationship to other</p>	<p>➤ Approach – Paper 1 Foundations in psychology. Questions from five sections. Sections A–D total 70 marks comprising mixed question types, including</p>	<p>➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>➤ Application</p>	<p>Careers Level 3 A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care
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	<p>persons, groups and society, including cultural influences on behaviour. Individual differences and developmental psychology must be considered when learning about obedience, prejudice, personality and cultural influences on social behaviour. ➤</p> <p>Obedience. Theories of obedience, including agency theory and social impact theory. Research into obedience, including Milgram's research into obedience and three of his variation studies: Rundown Office Block (Experiment 10), Telephonic instructions (Experiment 7), Ordinary man gives orders (Experiment 13) as they demonstrate situational factors that encourage</p>	<p>stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:</p> <p>➤ Section A: Social psychology ➤</p> <p>Section B: Cognitive psychology ➤</p> <p>Section C: Biological psychology ➤</p> <p>Section D: Learning theories.</p> <p>➤ Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long.</p> <p>➤ Purpose – to ensure all</p>	<p>Apply knowledge and understanding of psychological ideas.</p> <p>Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research</p> <p>When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures.</p> <p>Evaluate psychological information, ideas, processes and procedures.</p> <p>Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills</p> <p>Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's.</p> <p>RSE – 2c.</p> <p>HE – na</p> <p>SMSC – 1a; 2a; 2b; 2c; 4a; 4b; 4e.</p>	<p>➤ Applied Psychology</p> <p>➤ Forensic Psychology.</p> <p>Degrees</p> <p>➤ Psychiatry</p> <p>➤ Psychology</p> <p>➤ Criminology</p> <p>➤ Child</p> <p>➤ Linguistics</p> <p>➤ medicine</p> <p>➤ Combined honours degrees.</p> <p>Professions</p> <p>➤ Teaching</p> <p>➤ Social work</p> <p>➤ Mental health medicine</p> <p>➤ Physiotherapy</p> <p>➤ Child therapy</p> <p>➤ Counselling</p> <p>➤ Research</p> <p>Future learning</p> <p>➤ Biological psychology</p> <p>➤ Language, memory</p> <p>➤ Social psychology,</p> <p>➤ Learning theories</p> <p>➤ Clinical psychology</p> <p>➤ Child psychology,</p> <p>➤ Research methodology ➤</p> <p>Revision strategies.</p> <p>➤ Mathematical skills</p>
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dissent. Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.

➤ **Prejudice**

Explanations and research into prejudice, including social identity theory (Tajfel and Turner, 1979, 1986) and realistic conflict theory (Sherif, 1966). Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.

➤ **Individual**

differences in obedience/prejudice
Obedience is affected by personality.
Prejudice can have an explanation linked to personality.
Developmental psychology in

learners are fully prepared for any examination assessment within foundations in psychology that is likely to appear on the exam paper for this topic.

➤ **Homework** will be set in line with department policy assessment.

➤ **Learners understanding** will be benchmarked against specification standards for all areas within paper 1
Foundations in psychology in preparation for outcomes of exam based assessment.

obedience/prejudice
Obedience can be affected by gender and culture, which come from environmental effects. Prejudice can be affected by culture, which comes from environmental effects.



Methods

Selfreporting data
Designing and conducting questionnaires and interviews, considering researcher effects. Unstructured, semistructured and structured interviews, open, closed (including ranked scale) questions. Alternate hypotheses. Sample selection and techniques Random, stratified, volunteer and opportunity techniques. Qualitative and quantitative data. Analysis of

	quantitative data: calculating			
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measures of central tendency, frequency tables, graphical presentation using a bar chart, measures of dispersion (range and standard deviation). Analysis of qualitative data using thematic analysis Ethical guidelines British Psychological Society (BPS) code of ethics and conduct (2009) including risk management when carrying out research in psychology.

Studies

➤ **Classic study**

Sherif et al.
(1954/1961)

Intergroup conflict and cooperation: The Robbers Cave Experiment. One contemporary study from the following: Burger (2009) Replicating Milgram: Would people still obey today? Key

	Question One key question of			
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relevance to today's society, discussed as a contemporary issue for society rather than an academic argument. Concepts, theories and/or research (as appropriate to the chosen key question) drawn from social psychology as used in this qualification. How can knowledge of social psychology be used to reduce prejudice in situations such as crowd behaviour or rioting?

➤ **Practical Investigation** One practical research exercise to gather data relevant to topics covered in social psychology. This practical research exercise must adhere to ethical principles in both content and intention. In conducting the

	practical research exercise, students			
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	<p>must: design and conduct a questionnaire to gather both qualitative and quantitative data to look for a difference in the data; consider questionnaire construction, sampling decisions and ethical issues; collect and present an analysis of quantitative data using measures of central tendency, measures of dispersion,(including range and standard deviation as appropriate), bar graph and frequency table; collect and present an analysis of qualitative data using thematic analysis; consider strengths and weaknesses of the questionnaire and possible improvements; write up the procedure, results and</p>			
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	discussion section of a report.			
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| | <ul style="list-style-type: none">➤ Issues and Debates
Examples of issues and debates in social psychology:➤ Ethics (e.g. when researching obedience and prejudice, and also implications of findings in both areas).➤ Practical issues in the design and implementation of research (e.g. designing questionnaires and interviews and social desirability).➤ Reductionism (e.g. the risk of reductionism when drawing conclusions from social data).➤ Comparisons between ways of explaining behaviour using different themes (e.g. the two theories of prejudice: social identity and realistic conflict).➤ Psychology as a science (e.g. social desirability in questionnaires; | | | |
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issues of validity in questionnaires).

- **Culture and gender** (e.g. whether prejudice and obedience are influenced by cultural factors or according to gender).
- **Nature-nurture** (e.g. the role of personality in obedience compared with the role of the situation).
- **An understanding of how psychological understanding has developed over time** (e.g. if using Burger's work replicating Milgram and comparing with Milgram's work; or looking at Tajfel's ideas and a contemporary study).
- **Issues of social control** (e.g. reducing prejudice; or how people obey someone in authority/uniform).
- **The use of psychological**

	<p>knowledge in society (e.g. reducing conflict in society)</p> <p>➤ Issues related to socially-sensitive research (e.g. racism or cultural differences in social psychology).</p>			
<p>Autumn 2</p>	<p>Big Idea: Paper 1 Foundations in Psychology (Social Psychology, Cognitive psychology, Learning theories, Biological psychology)</p> <p>Rationale: Students will develop knowledge of theories, studies, research methods and practical research for social psychology, cognitive psychology, learning theories and biological psychology which underpin issue and debates within psychology.</p>			

	<p>Paper 1 Foundations in Psychology</p> <p>➤ Cognitive Psychology</p> <p>Students must show understanding that cognitive psychology is about the role of cognition/cognitive processes in human behaviour. Processes include perception, memory, selective attention, language and problem solving. The cognitive topic area draws on the likeness of cognitive processing to</p>	<p>Approach – Paper 1 Foundations in psychology. Questions from five sections. Sections A–D total 70 marks comprising mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:</p> <p>➤ Section A: Social psychology</p>	<p>➤ Learning skills</p> <p>Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge</p> <p>Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>➤ Application</p> <p>Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research</p> <p>When carrying out practical research activities, students will manage</p>	<p>Careers</p> <p>Level 3</p> <p>A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology. <p>Degrees</p> <ul style="list-style-type: none"> ➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics
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	<p>computer processing. Individual differences and developmental psychology must be considered when learning about memory differences, memory deficits and how this develops as the brain ages.</p> <p>➤ Memory The working memory model (Baddeley and Hitch, 1974). The multi-store model of memory (Atkinson and Shiffrin, 1968), including short- and long-term memory, and ideas about information processing, encoding, storage and retrieval, capacity and duration. Explanation of longterm memory – episodic and semantic memory (Tulving, 1972). Reconstructive memory (Bartlett, 1932) including schema theory.</p>	<p>➤ Section B: Cognitive psychology ➤ Section C: Biological psychology ➤ Section D: Learning theories. ➤ Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within foundations in psychology that is likely to</p>	<p>associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's.</p> <p>RSE – na</p> <p>HE – 1c.d.</p> <p>SMSC – na</p>	<p>➤ medicine ➤ Combined honours degrees.</p> <p>Professions</p> <p>➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research</p> <p>Future learning</p> <p>➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology ➤</p> <p>Revision strategies. ➤ Mathematical skills</p>
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		appear on the exam paper for this topic.		
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Individual differences in memory. Memory can be affected by individual differences in processing speed or by schemas that guide the reconstructive nature of memory. Autobiographical memory is by nature individual. Developmental psychology in memory, including at least one of these: Sebastián and Hernández-Gil (2012) discuss developmental issues in memory span development, which is low at 5years old, then develops as memory develops, up to 17years old. Dyslexia affects children's memory, span and working memory which can affect their learning. The impact of Alzheimer's on older people and the

- **Homework** will be set in line with department policy assessment.
- **Learners understanding** will be bench marked against specification standards for all areas within paper 1 Foundations in psychology in preparation for outcomes of exam-based assessment.

effects on their memory.

➤ **Experiments**

Designing and conducting experiments, including field and laboratory experiments.

Independent and dependent variables.

Experimental and null hypotheses.

Directional (onetailed) and nondirectional (two tailed) tests and hypotheses.

Experimental and research designs: repeated measures, independent groups and matched pairs. Operationalisation of variables, extraneous variables and confounding variables.

Counterbalancing, randomisation and order effects.

Situational and participant variables.

Objectivity, reliability and validity (internal, predictive and ecological).

Experimenter effects, demand characteristics and control issues.

➤ **Quantitative data analysis** Analysis of quantitative data: calculate measures of central tendency, frequency tables, measures of dispersion (range and standard deviation), percentages. Graphical presentation of data (bar graph, histogram).

➤ **Decision making and interpretation of inferential statistics**

Non-parametric test of difference: MannWhitney U and Wilcoxon. Probability and levels of significance ($p \leq .10$ $p \leq .05$ $p \leq .01$). Observed and critical values, use of critical value tables and sense checking of data. One- or twotailed regarding

inferential testing.
Type I and type II errors. Normal and skewed distribution. Case study of braindamaged patients, including Henry Molaison (HM) and the use of qualitative data, including strengths and weaknesses of the case study.

- **Classic study**
Baddeley (1966b)
Working memory model: The influence of acoustic and semantic similarity on long-term memory for word sequences.
- Sebastián and Hernández-Gil (2012)
Developmental pattern of digit span in Spanish population. One key question of relevance to today's society, discussed as a contemporary issue for society

	rather than an as academic argument.			
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Concepts, theories and/or research (as appropriate to the chosen key question) drawn from cognitive psychology as used in this specification. One practical research exercise to gather data relevant to topics covered in cognitive psychology. This practical research exercise must adhere to ethical principles in both content and intention. In conducting the practical research exercise, students must: design and conduct a laboratory experiment to gather quantitative data and include descriptive statistics as analysis and a nonparametric test of difference. Make design decisions when planning and conducting your experiment, including

	<p>experimental design, sampling decisions, operationalisation, control, ethical considerations, hypothesis construction, experimenter effects and demand characteristics. Collect, present and comment on data gathered, including using measures of central tendency (mean, median, mode as appropriate); measures of dispersion (including range and standard deviation as appropriate); bar graph, histogram, frequency graph as relevant; normal distribution if appropriate and draw conclusions. Use a Mann-Whitney U or Wilcoxon nonparametric test of difference to test significance (as appropriate),</p>			
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	including level of significance and			
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critical/observed values. Consider strengths and weaknesses of the experiment, and possible improvements Write up the procedure, results and discussion section of a report. An experiment to look at acoustic similarity of words and the effect on short-term memory.

- **Issues and debates**
Examples of issues and debates in cognitive psychology:
- **Ethics** (e.g. Henry Molaison (HM) and confidentiality).
- **Practical issues in the design and implementation of research** (e.g. how to measure memory and the validity of experimental design).
- **Reductionism** (e.g. under-emphasis on the interconnections between parts of the brain in favour of

individual parts responsible for memory; artificially breaking memory up into parts like Shortterm Memory and Long-term Memory for the purposes of study).

- **Comparisons of ways of explaining behaviour using different themes** (e.g. the different memory models).
- **Psychology as a science** (e.g. laboratory experiments and controls).
- **Culture and gender** (e.g. how memory is reconstructed based on cultural differences or gender stereotypes; or differences in digit span cross-culturally if studied Sebastian and Hernandez-Gil contemporary study).
- **Nature-nurture** (e.g. Henry Molaison (HM) and brain function = nature, reconstructive

memory emphasises experiences = nurture).

- **An understanding of how psychological understanding has developed over time** (e.g. if studying the development of the working memory model over time; or how the multi-store model informed later memory models).
- **Issues of social control** (e.g. perhaps using understanding of memory in court situations).
- **The use of psychological knowledge within society** (e.g. using understanding of memory to help with memory 'loss', for example a memory bus).
- **Issues related to socially sensitive research** (e.g. memory loss related to dementia is socially sensitive for the individual).

Spring 1

Big Idea: Paper 1 Foundations in Psychology (Social Psychology, Cognitive psychology, Learning theories, Biological psychology)

Rationale: Students will develop knowledge of theories, studies, research methods and practical research for social psychology, cognitive psychology, learning theories and biological psychology which underpin issue and debates within psychology.

	<p>➤ Biological Psychology Students must show an understanding that biological psychology is about the mechanisms within our body and understand how they affect our behaviour, focusing on aggression. Individual differences and developmental psychology must be considered when learning about issues such as aggression caused by an accident and how the function of structures of the brain can be affected by the environment. The central nervous system (CNS) and</p>	<p>➤ Approach – Paper 1 Foundations in psychology. Questions from five sections. Sections A–D total 70 marks comprising mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows: ➤ Section A: Social psychology ➤ Section B: Cognitive psychology ➤ Section C: Biological psychology</p>	<p>➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis. ➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures. ➤ Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures ➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p>	<p>Careers Level 3 A level Combinations: ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology.</p> <p>Degrees ➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees.</p> <p>Professions ➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy</p>
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	<p>neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission. The effect of recreational drugs on the transmission process in the central nervous system. The structure of the brain, different brain areas (e.g. prefrontal cortex) and brain functioning as an explanation of aggression as a human behaviour. The role of evolution and natural selection to explain human behaviour, including aggression. Biological explanation of aggression as an alternative to Freud's psychodynamic explanation, referring to the different parts of the</p>	<ul style="list-style-type: none"> ➤ Section D: Learning theories. ➤ Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within foundations in psychology that is likely to appear on the exam paper for this topic. ➤ Homework will be set in line with department policy assessment. 	<ul style="list-style-type: none"> ➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates. ➤ Synoptic skills ➤ Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates. ➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. <p>RSE – na.</p> <p>HE – 5a; b; c; d; f.</p> <p>SMSC - na</p>	<ul style="list-style-type: none"> ➤ Child therapy ➤ Counselling ➤ Research <p>Future learning</p> <ul style="list-style-type: none"> ➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology ➤ <p>Revision strategies.</p> <ul style="list-style-type: none"> ➤ Mathematical skills
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personality (id, ego, superego), the importance of the unconscious, and catharsis. The role of hormones (e.g. testosterone) to explain human behaviour such as aggression.

Individual differences

Damage to the brain may be affected by individual differences in case studies of brain damaged patients when it is assumed there are no individual differences. Freud's view of the personality shows it develops individual differences.

➤ **Developmental psychology**

The role of evolution in human development. The role of hormones in human development. ➤

Methods

Correlational research. The use of

➤ **Learners understanding** will be benchmarked against specification standards for all areas within paper 1 Foundations in psychology in preparation for outcomes of exam based assessment.

	<p>the correlational research method in psychology, including covariables. Types of correlation: positive, negative and including the use of scatter diagrams. Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables. Analysis of correlational data. Analysis of, use of, and drawing conclusions from correlational studies, including scatter diagrams, using inferential statistical testing (use of Spearman's rho) and issues of statistical significance; levels of measurement; critical and observed values. The use of alternate, experimental and null hypotheses. The use of IV and DV in experiments and co-</p>			
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variables in correlations. The use of control groups, randomising to groups, sampling, levels of measurement (ordinal, interval, nominal), reasons for using Spearman's rho. Other biological research methods Brain-scanning techniques (CAT, PET, and fMRI). The use of brain-scanning techniques to investigate human behaviour, e.g. aggression. One twin study and one adoption study, e.g. Gottesman and Shields (1966); Ludeke et al. (2013).

Studies

- **Classic study**
Raine et al. (1997)
Brain abnormalities in murderers indicated by positron emission tomography.

➤ **One contemporary study**

Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins. Key question One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument. Concepts, theories and/or research (as appropriate to the chosen key question) drawn from biological psychology as used in this specification. What are the implications for society if aggression is found to be caused by nature not nurture?

➤ **Practical Investigation** One practical research exercise to gather data relevant to topics covered in biological psychology. This

	<p>practical research exercise must adhere to ethical principles in both content and intention. In conducting the practical research exercise, students must: design and conduct a correlational study; link their research to aggression or attitudes to drug use; include inferential statistical testing (Spearman's rho) and explain the significance of the result and the use of levels of significance. Students must also be able to use descriptive statistics (strength/direction) to explain the relationship; produce an abstract of the research method and a discussion section that includes conclusions; include research question/hypothesis; research method,</p>			
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sampling, ethical considerations, datacollection tools, data analysis, results; discussion; consider strengths and weaknesses of the correlational study and possible improvements.

➤ **Issues and Debates**

Examples of issues and debates in biological psychology:

➤ **Ethics** (e.g. studying aggression and how findings are used; in the research itself such as issues of confidentiality and informed consent).

➤ **Practical issues in the design and implementation of research** (e.g. issues in scanning and measuring the complexity of the brain).

➤ **Reductionism** (e.g. focusing on aggression when studying the brain).

➤ **Comparisons of ways of explaining behaviour using**

different themes
(e.g. causes of aggression comparing Freud's ideas and biological explanations).

- **Psychology as a science** (e.g. synaptic transmission; brainscanning techniques).
- **Culture and gender** (e.g. hormonal differences between males and females possibly influencing behaviour, such as aggression)
- **Nature-nurture** (e.g. brain localisation in aggression and environmental influences in aggression).
- **An understanding of how psychological understanding has developed over time** (e.g. development of scanning techniques up to fMRI and development of knowledge accordingly).

	<ul style="list-style-type: none"> ➤ Issues of social control (e.g. using knowledge of brain function to control individuals). ➤ The use of psychological knowledge within society (e.g. understanding causes of aggression, in order to perhaps deal with them). ➤ Issues related to socially sensitive research (e.g. confidentiality). 			
<p>Spring 2</p>	<p style="text-align: center;">Big Idea: Paper 1 Foundations in Psychology (Social Psychology, Cognitive psychology, Learning theories, Biological psychology)</p> <p>Rationale: Students will develop knowledge of theories, studies, research methods and practical research for social psychology, cognitive psychology, learning theories and biological psychology which underpin issue and debates within psychology.</p>			

	<p>Paper 1 Foundations in Psychology ➤</p> <p>Biological Psychology</p> <p>Students must show an understanding that biological psychology is about the mechanisms within our body and understand how they</p>	<p>➤ Approach – Paper 1 Foundations in psychology. Questions from five sections. Sections A–D total 70 marks comprising mixed question types, including</p>	<p>➤ Learning skills</p> <p>Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge</p> <p>Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p>	<p>Careers</p> <p>Level 3</p> <p>A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care
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	<p>affect our behaviour, focusing on aggression. Individual differences and developmental psychology must be considered when learning about issues such as aggression caused by an accident and how the function of structures of the brain can be affected by the environment. The central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission. The effect of recreational drugs on the transmission process in the central nervous system. The structure of the brain, different brain areas (e.g. pre-</p>	<p>stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:</p> <ul style="list-style-type: none"> ➤ Section A: Social psychology ➤ Section B: Cognitive psychology ➤ Section C: Biological psychology ➤ Section D: Learning theories. ➤ Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. ➤ Purpose – to ensure all 	<ul style="list-style-type: none"> ➤ Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures ➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology. ➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates. ➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates. ➤ Prior learning English writing skills in extended response writing; 	<ul style="list-style-type: none"> ➤ Applied Psychology ➤ Forensic Psychology. <p>Degrees</p> <ul style="list-style-type: none"> ➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees. <p>Professions</p> <ul style="list-style-type: none"> ➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research <p>Future learning</p> <ul style="list-style-type: none"> ➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology <p>Revision strategies.</p> <ul style="list-style-type: none"> ➤ Mathematical skills
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	<p>frontal cortex) and brain functioning as an explanation of aggression as a human behaviour.</p> <p>The role of evolution and natural selection to explain human behaviour, including aggression.</p> <p>Biological explanation of aggression as an alternative to Freud's psychodynamic explanation, referring to the different parts of the personality (id, ego, superego), the importance of the unconscious, and catharsis. The role of hormones (e.g. testosterone) to explain human behaviour such as aggression.</p> <p>➤ Individual differences Damage to the brain may be affected by individual differences in case studies of brain</p>	<p>learners are fully prepared for any examination assessment within foundations in psychology psychology that is likely to appear on the exam paper for this topic.</p> <p>➤ Homework will be set in line with department policy assessment.</p> <p>➤ Learners understanding will be bench marked against specification standards for all areas within paper 1 Foundations in psychology in preparation for outcomes of exam based assessment.</p>	<p>Mathematical skills; research methods skills science research practical's.</p> <p>RSE – na</p> <p>HE – 5a; b; c; d; f.</p> <p>SMSC - na</p>	
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damaged patients when it is assumed there are no individual differences. Freud's view of the personality shows it develops individual differences.

➤ **Developmental psychology**

The role of evolution in human development. The role of hormones in human development. ➤

Methods

Correlational research. The use of the correlational research method in psychology, including covariables. Types of correlation: positive, negative and including the use of scatter diagrams. Issues surrounding the use of correlations in psychology; issues with cause and effect, other variables. Analysis of correlational data

	<p>Analysis of, use of, and drawing conclusions from correlational studies, including scatter diagrams, using inferential statistical testing (use of Spearman's rho) and issues of statistical significance; levels of measurement; critical and observed values. The use of alternate, experimental and null hypotheses. The use of IV and DV in experiments and covariables in correlations. The use of control groups, randomising to groups, sampling, levels of measurement (ordinal, interval, nominal), reasons for using Spearman's rho. Other biological research methods Brain-scanning techniques (CAT, PET, and fMRI). The use of brain-</p>			
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scanning techniques to investigate human behaviour, e.g. aggression. One twin study and one adoption study, e.g. Gottesman and Shields (1966); Ludeke et al. (2013).

Studies

➤ **Classic study**

Raine et al. (1997)
Brain abnormalities in murderers indicated by positron emission tomography.

➤ **One contemporary study**

Brendgen et al. (2005) Examining genetic and environmental effects on social aggression: A study of 6-year-old twins.
Key question One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument.
Concepts, theories

	and/or research (as appropriate to the			
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chosen key question) drawn from biological psychology as used in this specification. What are the implications for society if aggression is found to be caused by nature not nurture? ➤

Practical

Investigation One practical research exercise to gather data relevant to topics covered in biological psychology. This practical research exercise must adhere to ethical principles in both content and intention. In conducting the practical research exercise, students must: design and conduct a correlational study; link their research to aggression or attitudes to drug use; include inferential statistical testing (Spearman's

rho) and explain the significance of the result and the use of levels of significance. Students must also be able to use descriptive statistics (strength/direction) to explain the relationship; produce an abstract of the research method and a discussion section that includes conclusions; include research question/hypothesis; research method, sampling, ethical considerations, datacollection tools, data analysis, results; discussion; consider strengths and weaknesses of the correlational study and possible improvements.

➤ **Issues and Debates**
Examples of issues and debates in biological psychology: **Ethics** (e.g. studying aggression and how findings are used; in

the research itself such as issues of confidentiality and informed consent).

➤ **Practical issues in the design and implementation of research**

(e.g. issues in scanning and measuring the complexity of the brain).

➤ **Reductionism** (e.g. focusing on aggression when studying the brain).

➤ **Comparisons of ways of explaining behaviour using different themes**

(e.g. causes of aggression comparing Freud's ideas and biological explanations).

➤ **Psychology as a science**

(e.g. synaptic transmission; brainscanning techniques).

➤ **Culture and gender**

(e.g. hormonal differences between males and females possibly influencing

behaviour, such as aggression)

- **Nature-nurture** (e.g. brain localisation in aggression and environmental influences in aggression).
- **An understanding of how psychological understanding has developed over time** (e.g. development of scanning techniques up to fMRI and development of knowledge accordingly).
- **Issues of social control** (e.g. using knowledge of brain function to control individuals).
- **The use of psychological knowledge within society** (e.g. understanding causes of aggression, in order to perhaps deal with them).

	<p>➤ Issues related to socially sensitive research (e.g. confidentiality).</p>			
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	<p>Paper 1 Foundations in Psychology</p> <p>➤ Learning Psychology Students must show an understanding that learning theories are about learning from the environment and of the effects of conditioning, reinforcement, punishment, the role of reward and social learning on the organism. Individual differences and developmental psychology must be considered when learning about the effect of rewards and punishment on individuals and how children develop through the different ways of learning, including social learning. Classical conditioning The</p>	<p>➤ Approach – Paper 1 Foundations in psychology. Questions from five sections. Sections A–D total 70 marks comprising mixed question types, including stimulus and data response, short-answer and extended response questions and cover the topic areas as follows:</p> <p>➤ Section A: Social psychology ➤ Section B: Cognitive psychology ➤ Section C: Biological psychology</p>	<p>➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>➤ Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the</p>	<p>Careers</p> <p>Level 3</p> <p>A level Combinations:</p> <p>➤ Mathematics</p> <p>➤ Sociology</p> <p>➤ Biology</p> <p>➤ Chemistry</p> <p>➤ English Literature ➤ English Language ➤ Law.</p> <p>➤ BTEC Health and Social Care ➤ Applied Psychology</p> <p>➤ Forensic Psychology.</p> <p>Degrees</p> <p>➤ Psychiatry</p> <p>➤ Psychology</p> <p>➤ Criminology</p> <p>➤ Child</p> <p>➤ Linguistics</p> <p>➤ medicine</p> <p>➤ Combined honours degrees.</p> <p>Professions</p> <p>➤ Teaching</p> <p>➤ Social work</p> <p>➤ Mental health medicine</p> <p>➤ Physiotherapy</p> <p>➤ Child therapy</p> <p>➤ Counselling</p>
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	<p>main features of classical conditioning, including: unconditioned stimulus (UCS); unconditioned response (UCR); conditioned stimulus (CS); neutral stimulus (NS); conditioned response (CR); extinction, spontaneous recovery and stimulus generalisation. Pavlov (1927) experiment with salivation in dogs. Operant conditioning The main features of operant conditioning, including: types of reinforcement and punishment (positive and negative). Properties of reinforcement, including primary and secondary reinforcement and schedules of reinforcement.</p>	<ul style="list-style-type: none"> ➤ Section D: Learning theories. ➤ Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within foundations in psychology that is likely to appear on the exam paper for this topic. ➤ Homework will be set in line with department policy assessment. 	<p>interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <ul style="list-style-type: none"> ➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. <p>RSE – na</p> <p>HE – 1c.d.f.</p> <p>SMSC – na</p>	<ul style="list-style-type: none"> ➤ Research <p>Future learning</p> <ul style="list-style-type: none"> ➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology ➤ <p>Revision strategies.</p> <ul style="list-style-type: none"> ➤ Mathematical skills
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	Behaviour modification,			
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including 'shaping' behaviour. The main features of social learning theory, including: observation, imitation, modelling and vicarious reinforcement. Social learning 'stages' of attention, retention, reproduction and motivation (reinforcement). Bandura (1961, 1963) original Bobo doll experiments. Bandura (1965) Bobo doll experiment with vicarious reinforcement. How learning theories explain the acquisition and maintenance of phobias. Treatments for phobias based on theories of learning, including systematic desensitisation and one other. Individual differences. How people differ because of different

➤ **Learners understanding** will be benchmarked against specification standards for all areas within paper 1 Foundations in psychology in preparation for outcomes of exam based assessment.

environmental influences and experiences, for example in the form of rewards and punishments and models observed. Developmental psychology. The idea that development is through patterns of rewards and punishments. Social learning theory's idea that development is through observation of others. Human research. The use of the observational research method in psychology, including the gathering of both qualitative and quantitative data (including tallying, event and time sampling). Types of observation: participant, nonparticipant, structured, naturalistic overt and covert. Use of content analysis as

a research method.
Animal research The use of animals in laboratory experiments where results can be related to humans. Ethical issues regarding the use of animals in laboratory experiments, including Scientific Procedures Act (1986) and Home Office Regulations. Analysis of data. With regard to inferential statistics:
levels of measurement;
reasons for choosing a chisquared test;
comparing observed and critical values to judge significance;
the chi-squared test. Analysis of qualitative data using thematic analysis. Scientific status of psychology, including:

	Replicability, reliability, validity			
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(internal, predictive and ecological), reductionism, falsification, empiricism, hypothesis testing, and use of controls. Classic study Watson and Rayner (1920) Little Albert: Conditioned emotional reactions. Capafóns et al. (1998) Systematic desensitisation in the treatment of the fear of flying. One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument. Concepts, theories and/or research (as appropriate to the chosen key question) drawn from learning theories as used in this specification. Practical Investigation. Two observations (one observation can be carried out if

both qualitative and quantitative data are gathered in the same observation). In conducting the practical research exercise, students must: Ensure that observations relate to an aspect of learned behaviour, such as behaviour of different sexes, driving characteristics, age-related behaviour, politeness and helping behaviour. Ensure that observations enable the gathering of both qualitative and quantitative data (including the use of note taking, tallying and thematic analysis). Analyse the findings to produce results, including using a chi-squared test. Consider the strengths and weaknesses of the studies and possible improvements.

	Write up the results			
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	<p>of the quantitative data, including appropriate graphs and tables. Write up the results of the qualitative analysis (thematic analysis).</p> <ul style="list-style-type: none"> ➤ Issues and debates Examples of issues and debates in learning theories: ➤ Ethics (e.g. the ethical issues involved in using animals on studies). 			
<p>Summer 1</p>	<p>Big Idea: Paper 1 Foundations in Psychology (Social Psychology, Cognitive psychology, Learning theories, Biological psychology)</p> <p>Rationale: Students will develop knowledge of theories, studies, research methods and practical research for social psychology, cognitive psychology, learning theories and biological psychology which underpin issue and debates within psychology.</p>			

	<p>Learning Psychology</p> <ul style="list-style-type: none"> ➤ Practical issues in the design and implementation of research (e.g. generalising from animal-study findings to humans). ➤ Reductionism (in the way behaviourism reduces behaviour) 	<ul style="list-style-type: none"> ➤ Approach – Paper 1 Foundations in psychology. Questions from five sections. Sections A–D total 70 marks comprising mixed question types, including stimulus and 	<ul style="list-style-type: none"> ➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis. ➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures. ➤ Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures 	<p>Careers</p> <p>Level 3</p> <p>A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology
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	<p>into parts to be studied).</p> <ul style="list-style-type: none"> ➤ Comparisons between ways of explaining behaviour using different themes (e.g. different learning theories). ➤ Psychology as a science (e.g. in the methodology; in the explicit focus of behaviourism on the measurable). ➤ Culture (e.g. relates to reinforcement patterns in learning theory as well as social learning theory and what is modelled) and gender (e.g. if used in the practical research exercise, and in observational learning issues). ➤ Nature-nurture (e.g. in the observations if looking at gender or age or characteristics as these can be learned or biologically given). 	<p>data response, short-answer and extended response questions and cover the topic areas as follows:</p> <ul style="list-style-type: none"> ➤ Section A: Social psychology ➤ Section B: Cognitive psychology ➤ Section C: Biological psychology ➤ Section D: Learning theories. ➤ Section E: Issues and debates has 20 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long. ➤ Purpose – to ensure all learners are fully 	<ul style="list-style-type: none"> ➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology. ➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates. ➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. <p>RSE – na</p> <p>HE – 1c.d.f.</p> <p>SMSC – na</p>	<ul style="list-style-type: none"> ➤ Forensic Psychology. <p>Degrees</p> <ul style="list-style-type: none"> ➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees. <p>Professions</p> <ul style="list-style-type: none"> ➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research <p>Future learning</p> <ul style="list-style-type: none"> ➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology <p>Revision strategies.</p> <ul style="list-style-type: none"> ➤ Mathematical skills
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	<ul style="list-style-type: none"> ➤ An understanding of how psychological understanding has developed over time (e.g. can come through choice of study, such as if looking at video game violence or through current therapy practice). ➤ Issues of social control (e.g. use of learning theories in therapy can be social control, including issues of power of the therapist). ➤ The use of psychological knowledge within society (e.g. using patterns of reward to shape behaviour in schools or prisons). ➤ Issues related to socially sensitive research (e.g. issues of the power of the therapist). 	<p>prepared for any examination assessment within foundations in psychology that is likely to appear on the exam paper for this topic.</p> <ul style="list-style-type: none"> ➤ Homework will be set in line with department policy assessment. ➤ Learners understanding will be bench marked against specification standards for all areas within paper 1 Foundations in psychology in preparation for outcomes of exam based assessment. 		
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Summer
2

Big Idea: Paper 2 Applications of Psychology (Clinical Psychology and Child Psychology)

Rationale: Students will develop knowledge of Clinical and Child Psychology as applications of psychology.

➤ **Child Psychology**

Students must show understanding that child psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects our later development. Individual differences and developmental psychology must be considered when learning about differences that can come from the child's age, gender, social situation, privation and deprivation.

➤ **Attachment, deprivation and privation**

➤ **Approach** –

Paper 2 Applications in psychology The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B. Section A has 54 marks comprising mixed question types, including data response, short-answer and extended response questions and a 20-mark response

➤ **Learning skills**

Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.

➤ **Knowledge**

Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.

➤ **Application**

Apply knowledge and understanding of psychological ideas.

Apply knowledge and understanding of psychological processes and procedures

➤ **Practical research**

➤ When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

➤ **Analysis and evaluation** Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based

Careers

Level 3

A level Combinations:

- Mathematics
- Sociology
- Biology
- Chemistry
- English Literature ➤ English Language ➤ Law.
- BTEC Health and Social Care ➤ Applied Psychology
- Forensic Psychology.

Degrees

- Psychiatry
- Psychology
- Criminology
- Child
- Linguistics
- medicine
- Combined honours degrees.

Professions

- Teaching
- Social work
- Mental health medicine
- Physiotherapy
- Child therapy

	Bowlby's work on attachment.	covering the topic area of		➤ Counselling
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	<p>Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure. Research into deprivation (short-term and long-term effects) and how negative effects can be reduced. Research into privation and whether the negative effects can be reversed. Research into day care, including advantages and disadvantages for the child, and what makes good and poor-quality day care. Cross-cultural research into attachment types and nature-nurture issues that arise about development. Autism - The features of autism. One biological explanation for autism. One other explanation for autism. Therapies</p>	<p>clinical psychology. Section B presents students with a choice of one from three optional topic areas: Child psychology. Each section totals 36 marks, and comprises mixed question types, including stimulus and data-response, short-answer and extended response questions. The assessment is 2 hours long.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within applications of psychology that is likely to appear on the exam paper for this topic.</p>	<p>assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. Paper 1 topic material.</p> <p>RSE – 1c; b. 3a.</p> <p>HE – 1a; b; c; d; e.</p> <p>SMSC – 1a; b; f; g.</p>	<p>➤ Research</p> <p>Future learning</p> <p>➤ Biological psychology</p> <p>➤ Language, memory</p> <p>➤ Social psychology,</p> <p>➤ Learning theories</p> <p>➤ Clinical psychology</p> <p>➤ Child psychology,</p> <p>➤ Research methodology ➤</p> <p>Revision strategies.</p> <p>➤ Mathematical skills</p>
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	<p>for helping children with autism.</p> <p>➤ Individual differences Attachment type can affect individuals differently, such as issues of child temperament. Positive and negative aspects of day care can be affected by individual differences such as gender or temperament. Developmental psychology Effects on development of day care. Effects on development of attachment interactions, including deprivation, privation and separation. Effects on development of developmental disorders, including autism.</p> <p>➤ Methods Observation. The use of the observational research method in</p>	<p>➤ Homework will be set in line with department policy assessment.</p> <p>➤ Learners understanding will be bench marked against specification standards for all areas within paper 2 applications in psychology in preparation for outcomes of exam based assessment.</p>		
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	<p>child psychology, including the gathering of both qualitative and quantitative data (including tallying). Types of observation: participant, nonparticipant, overt and covert. Questionnaire/interview The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data. Issues around using questionnaire and interview methods: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics. Cross-cultural research The use of the cross-cultural research method, including the Strange Situation, in</p>			
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	<p>child psychology, including naturenurture issues and issues of crosssectional versus longitudinal designs. The use of metaanalysis using crosscultural research to draw conclusions about the universality of attachment types. The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and protection. Data analysis Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation). Analysis of, use of, and drawing conclusions from quantitative data using inferential</p>			
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	statistics, including use of chi-squared,			
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Spearman, Mann-Whitney U and Wilcoxon, and issues of statistical significance, levels of measurement, critical and observed values. Analysis of qualitative data using thematic analysis and grounded theory. ➤

Studies Classic study
Van IJzendoorn and Kroonenberg (1988)
Crosscultural patterns of attachment: A MetaAnalysis of the Strange Si One contemporary study
Li et al. (2013)
Timing of HighQuality Child Care and Cognitive, Language and Preacademic Development.
Situation

➤ **Key question** One issue of relevance to today's society, explaining the issue and applying concepts, theories and/or

research (as appropriate) drawn from child psychology as given in this specification. Concepts, theories and/or research (as appropriate to the chosen key question) drawn from child psychology as given in this specification. What issues should parents take into account when deciding about day care for their child? Psychological Investigation One practical research exercise to gather data relevant to topics covered in child psychology. This practical research exercise must adhere to ethical principles in both content and intention. In conducting the practical research exercise, students must: conduct one

	study using a questionnaire,			
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interview or observation; gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes); include inferential statistical testing as appropriate, such as chi squared, MannWhitney U, Wilcoxon or Spearman's rho; include a research question/hypothesis, research method, sampling, ethical considerations, data collection tools, data analysis, results, discussion; consider strengths and weaknesses of the practical research exercise and possible improvements.

➤ **Issues and Debates**

Examples of issues and debates in child psychology: ➤ **Ethics** (e.g. balancing participation and

protection rights and the UNCRC).

- **Practical issues in the design and implementation of research** (e.g. in metaanalyses, with special issues about comparing results from different studies; in observations and getting objective data).
- **Reductionism can be discussed** (e.g. reducing behaviour to the Strange Situation in order to test attachment types).
- **Comparisons between ways of explaining behaviour using different themes** (e.g. Ainsworth's and Bowlby's theories about attachment; evolution ideas about attachment).
- **Psychology as a science** (e.g. looking at how crosscultural research can answer

questions about naturenurture, so looking at what is universal in child development).

- **Culture** (e.g. crosscultural findings about attachment types and cultural differences in child rearing) and gender (not considered directly but studies do look at differences in gender, day care, and social, emotional and cognitive development).
- **Nature-nurture** (e.g. what cross-cultural studies say about the universality of attachment types).
- **An understanding of how psychological understanding has developed over time** (e.g. Bowlby's work has been followed up with more recent studies on maternal deprivation linking to

issues around day care).

- **Issues of social control** (e.g. how findings about day care and parenting styles/attachments can be used as a form of control such as advising day care (or not) for economic reasons; treatment, therapy and behaviour around the issue of autism).
- **The use of psychological knowledge within society** (e.g. treatment or therapy for problem behaviour; pros and cons of day care and advice to parents; advice regarding looked after children).
- **Issues related to socially sensitive research** (e.g. research into developmental issues such as autism; research into issues around child development such as socio-economic

	status; research around adoption and the effects of privation).			
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Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;">Big Idea: Paper 2 Applications of Psychology (Clinical Psychology and Child Psychology)</p> <p style="text-align: center;">Rationale: Students will develop knowledge of Clinical and Child Psychology as applications of psychology.</p>			

<p>➤ Child Psychology Students must show understanding that child psychology is about the development of the individual from before birth to adolescence and beyond, in that what we experience as children affects our later development. Individual differences and developmental psychology must be</p>	<p>➤ Approach – paper 2 Applications in psychology The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B. Section A has 54 marks</p>	<p>➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>➤ Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated</p>	<p>Careers Level 3 A level Combinations: ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology.</p> <p>Degrees ➤ Psychiatry ➤ Psychology</p>
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	<p>considered when learning about differences that can come from the child's age, gender, social situation, privation and deprivation.</p> <p>➤ Attachment, deprivation and privation Bowlby's work on attachment. Ainsworth's work on attachment, including types of attachment and the Strange Situation procedure. Research into deprivation (short-term and longterm effects) and how negative effects can be reduced. Research into privation and whether the negative effects can be reversed. Research into day care, including advantages and disadvantages for the child, and what makes good and poor-quality day care.</p>	<p>comprising mixed question types, including data response, shortanswer and extended response questions and a 20-mark response covering the topic area of clinical psychology. Section B presents students with a choice of one from three optional topic areas: Child psychology. Each section totals 36 marks, and comprises mixed question types, including stimulus and data-response, short-answer and extended response questions. The assessment is 2 hours long.</p> <p>➤ Purpose – to ensure all</p>	<p>risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. Paper 1 topic material.</p> <p>RSE – 1c; b. 3a.</p> <p>HE – 1a; b; c; d; e.</p> <p>SMSC – 1a; b; f; g.</p>	<p>➤ Criminology</p> <p>➤ Child</p> <p>➤ Linguistics</p> <p>➤ medicine</p> <p>➤ Combined honours degrees.</p> <p>Professions</p> <p>➤ Teaching</p> <p>➤ Social work</p> <p>➤ Mental health medicine</p> <p>➤ Physiotherapy</p> <p>➤ Child therapy</p> <p>➤ Counselling</p> <p>➤ Research</p> <p>Future learning</p> <p>➤ Biological psychology</p> <p>➤ Language, memory</p> <p>➤ Social psychology,</p> <p>➤ Learning theories</p> <p>➤ Clinical psychology</p> <p>➤ Child psychology,</p> <p>➤ Research methodology ➤</p> <p>Revision strategies.</p> <p>➤ Mathematical skills</p>
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	<p>Cross-cultural research into attachment types and nature-nurture issues that arise about development. Autism - The features of autism. One biological explanation for autism. One other explanation for autism. Therapies for helping children with autism.</p> <p>➤ Individual differences Attachment type can affect individuals differently, such as issues of child temperament. Positive and negative aspects of day care can be affected by individual differences such as gender or temperament. Developmental psychology Effects on development of day care. Effects on development of</p>	<p>learners are fully prepared for any examination assessment within applications on psychology that is likely to appear on the exam paper for this topic.</p> <p>➤ Homework will be set in line with department policy assessment.</p> <p>➤ Learners understanding will be bench marked against specification standards for all areas within paper 2 applications in psychology in preparation for outcomes of exam based assessment.</p>		
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attachment interactions, including deprivation, privation and separation. Effects on development of developmental disorders, including autism.



Methods

Observation The use of the observational research method in child psychology, including the gathering of both qualitative and quantitative data (including tallying).

Types of observation: participant, nonparticipant, overt and covert.

Questionnaire/interview The use of both questionnaires and interviews in child psychology, including the gathering of both qualitative and quantitative data.

Issues around using questionnaire and

	<p>interview methods: semi-structured, structured, unstructured interviews; sampling; open and closed questions; social desirability; demand characteristics. Cross-cultural research The use of the cross-cultural research method, including the Strange Situation, in child psychology, including naturenurture issues and issues of crosssectional versus longitudinal designs. The use of metaanalysis using crosscultural research to draw conclusions about the universality of attachment types. The ethics of researching with children, including children's rights and the UNCRC (1989), and issues around participation and</p>			
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	protection. Data analysis			
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Analysis of quantitative data using measures of central tendency, frequency tables, measures of dispersion (range and standard deviation).
Analysis of, use of, and drawing conclusions from quantitative data using inferential statistics, including use of chi-squared, Spearman, Mann-Whitney U and Wilcoxon, and issues of statistical significance, levels of measurement, critical and observed values. Analysis of qualitative data using thematic analysis and grounded theory.

➤ **Studies** Classic stud
Van IJzendoorn and Kroonenberg (1988)
Crosscultural patterns of attachment: A MetaAnalysis of the Strange Si One

contemporary study
Li et al. (2013)
Timing of
HighQuality Child
Care and Cognitive,
Language and
Preacademic
Development.tuation

➤ **Key question** One issue of relevance to today's society, explaining the issue and applying concepts, theories and/or research (as appropriate) drawn from child psychology as given in this specification. Concepts, theories and/or research (as appropriate to the chosen key question) drawn from child psychology as given in this specification. What issues should parents take into account when deciding about day care for their child?
Psychological
Investigation

<p>One practical research exercise to gather data relevant to topics covered in child psychology. This practical research exercise must adhere to ethical principles in both content and intention. In conducting the practical research exercise, students must: conduct one study using a questionnaire, interview or observation; gather qualitative and/or quantitative data but must involve quantitative data for analysis (can turn qualitative data into quantitative data for analysis purposes); include inferential statistical testing as appropriate, such as chi squared, MannWhitney U, Wilcoxon or Spearman's rho; include a research</p>			
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	question/hypothesis, research method, sampling, ethical			
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considerations, data collection tools, data analysis, results, discussion; consider strengths and weaknesses of the practical research exercise and possible improvements.

- **Issues and Debates** Examples of issues and debates in child psychology:
 - **Ethics** (e.g. balancing participation and protection rights and the UNCRC).
- **Practical issues in the design and implementation of research** (e.g. in metaanalyses, with special issues about comparing results from different studies; in observations and getting objective data).
- **Reductionism can be discussed** (e.g. reducing behaviour to the Strange Situation in

order to test attachment types).

- **Comparisons between ways of explaining behaviour using different themes** (e.g. Ainsworth's and Bowlby's theories about attachment; evolution ideas about attachment).
- **Psychology as a science** (e.g. looking at how cross cultural research can answer questions about nature nurture, so looking at what is universal in child development).
- **Culture** (e.g. crosscultural findings about attachment types and cultural differences in child rearing) and gender (not considered directly but studies do look at differences in gender, day care, and social, emotional and cognitive development).

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| <ul style="list-style-type: none">➤ Nature-nurture (e.g. what cross-cultural studies say about the universality of attachment types).➤ An understanding of how psychological understanding has developed over time (e.g. Bowlby's work has been followed up with more recent studies on maternal deprivation linking to issues around day care).➤ Issues of social control (e.g. how findings about day care and parenting styles/attachments can be used as a form of control such as advising day care (or not) for economic reasons; treatment, therapy and behaviour around the issue of autism).➤ The use of psychological knowledge within society (e.g. treatment or therapy for problem | | | |
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	<p>behaviour; pros and cons of day care and advice to parents; advice regarding looked after children).</p> <p>➤ Issues related to socially sensitive research (e.g. research into developmental issues such as autism; research into issues around child development such as socio-economic status; research around adoption and the effects of privation).</p>			
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Paper 2

➤ **Clinical**

Psychology

Students must show understanding that clinical psychology is about explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments. Individual differences and developmental psychology must be

➤ **Approach** – paper 2 Applications in psychology The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B. Section A has 54

➤ **Learning skills**

Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.

➤ **Knowledge** Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.

➤ **Application** Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures ➤

Practical research When carrying out practical research activities, students will

	<p>considered when learning about links between personality factors and mental disorders and genetic influences (nature) or environmental influences (nurture) within different explanations for mental health disorders. Classification systems (DSM IVR or DSM V, and ICD) for mental health, including reliability and validity of diagnoses.</p> <p>5.1.3 Schizophrenia and one other disorder from anorexia nervosa, Obsessivecompulsive disorder (OCD) and unipolar depression. For schizophrenia Description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking. The function of</p>	<p>marks comprising mixed question types, including data response, shortanswer and extended response questions and a 20-mark response covering the topic area of clinical psychology. Section B presents students with a choice of one from three optional topic areas: Child psychology. Each section totals 36 marks, and comprises mixed question types, including stimulus and data-response, short-answer and extended response questions. The assessment is 2 hours long.</p>	<p>manage associated risks and use information and communication technology (ICT).</p> <ul style="list-style-type: none"> ➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessmentA01, A02 and A03 for Edexcel psychology. ➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates. ➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. <p>RSE – na</p> <p>HE – 3; 5; 6.</p> <p>SMSC – na</p>	
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neurotransmitters as a theory/explanation. One other biological theory/explanation. One non-biological theory/explanation. For the other disorder Description of symptoms and features. Two explanations/theories: one biological theory/explanation and one nonbiological theory/explanation. For schizophrenia and the other disorder, students should be familiar with two treatments for each disorder: one from biological and one from psychological. Two treatments for each disorder. The two for schizophrenia must come from different topic areas. The two for the other chosen disorder must come from different topic areas (these may be from the same topic

- **Purpose** – to ensure all learners are fully prepared for any examination assessment within applications on psychology that is likely to appear on the exam paper for this topic.
- **Homework** will be set in line with department policy assessment.
- **Learners** understanding will be bench marked against specification standards for all areas within paper 2 applications in psychology in preparation for outcomes of exam based assessment.

	<p>areas as those used for schizophrenia). Individual differences Cultural effects can lead to individual differences in mental health disorders, e.g. nonbiological explanation for schizophrenia. Cultural effects can lead to different diagnoses of mental health disorders affecting reliability and validity. Developmental psychology. Issues around genes and mental health, such as a genetic or biochemical explanation for schizophrenia, can affect development. Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners. Researching mental health. The use of longitudinal, crosssectional, crosscultural</p>			
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methods, metaanalysis, and the use of primary and secondary data. The use of case studies, to include an example study: e.g. Lavarenne et al. (2013) Containing psychotic patients with fragile boundaries: a single group case study. The use of interviews in clinical psychology, to include an example study: e.g. Vallentine et al. (2010) Psychoeducational group for detained offender patients: understanding mental illness. Within the methods mentioned here: Analysis of quantitative data using both descriptive and inferential statistics (chi-squared, Spearman's, Wilcoxon and MannWhitney U as appropriate). Analysis of

qualitative data using thematic analysis and grounded theory. Classic study
Rosenhan (1973) On being sane in insane places.
One contemporary study on schizophrenia
Carlsson et al. (2000) Network interactions in schizophrenia – therapeutic implications.
One contemporary study on another disorder, from the following: Obsessive Compulsive Disorder (OCD) Masellis et al. (2003) Quality of life in OCD: Differential impact of obsessions, compulsions, and depressions co morbidity. One key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.

Concepts, theories and/or research (as appropriate to the chosen key question) drawn from clinical psychology as used in this specification. One practical research exercise to gather data relevant to topics covered in clinical psychology. This practical research exercise must adhere to ethical principles in both content and intention. Content analysis that explores attitudes to mental health. In conducting the practical research exercise, students must: perform summative content analysis, analyse at least two sources (e.g. radio interviews, newspapers, magazines) to compare attitudes towards mental health.

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| <ul style="list-style-type: none">➤ Issues and Debates
Examples of issues and debates in clinical psychology:➤ Ethics (e.g. issues of diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC guidelines for practitioners).➤ Practical issues in the design and implementation of research
(e.g. quantitative v qualitative data, balancing validity with reliability).➤ Reductionism
(e.g. in research where causes of mental disorders are isolated and diagnoses are not holistic).➤ Comparisons between ways of explaining behaviour using different themes
(e.g. ICD and DSM; different explanations for | | | |
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mental health issues).

➤ **Psychology as a science**

(e.g. in research that involves biological methods; in treatments such as drug therapies; in research that uses scientific research methods such as laboratory experiments).

➤ **Culture** (e.g. cultural differences in diagnosis practices) and gender (e.g. gender featuring as a difference in frequency of a disorder).

➤ **Nature-nurture**

(e.g. different theories of what causes mental disorders, biological compared to social psychology).

➤ **An understanding of how psychological understanding has developed over time** (e.g. DSM changes; changes in

	<p>therapies; changing explanations for mental health issues).</p> <ul style="list-style-type: none"> ➤ Issues of social control (e.g. policies for the treatment and therapy for mental health issues can itself be seen as a form of social control). ➤ The use of psychological knowledge within society (e.g. therapies and treatments for mental health issues). ➤ Issues related to socially sensitive research (e.g. research in the area of mental health and cultural issues). 			
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<p>Autumn 2</p>	<p style="text-align: center;">Big Idea: Paper 2 applications of Psychology (Clinical Psychology and Child Psychology)</p> <p style="text-align: center;">Rationale: Students will develop knowledge of Clinical and Child Psychology as applications of psychology.</p>
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	<p>Paper 2</p> <p>➤ Clinical Psychology</p> <p>Students must show understanding that clinical psychology is about explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments. Individual differences and developmental psychology must be considered when learning about links between personality factors and mental disorders and genetic influences (nature) or environmental influences (nurture) within different explanations for mental health disorders. Classification systems (DSM IVR or DSM V, and ICD) for mental health, including reliability</p>	<p>➤ Approach – paper 2 Applications in psychology The paper is composed of two sections. Students must answer all questions from Section A and all questions from a choice of three optional topic areas in Section B. Section A has 54 marks comprising mixed question types, including data response, shortanswer and extended response questions and a 20-mark response covering the topic area of clinical psychology. Section B presents students with a choice of one from three</p>	<p>➤ Learning skills</p> <p>Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge</p> <p>Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>➤ Application</p> <p>Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research</p> <p>➤ When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation</p> <p>Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills</p> <p>Develop an understanding of the interrelationships between the core areas of psychology – research</p>	<p>Careers</p> <p>Level 3</p> <p>A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology. <p>Degrees</p> <ul style="list-style-type: none"> ➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees. <p>Professions</p> <ul style="list-style-type: none"> ➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research <p>Future learning</p> <ul style="list-style-type: none"> ➤ Biological psychology ➤ Language, memory ➤ Social psychology,
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and validity of
diagnoses.

➤ Learning theories

	<p>5.1.3 Schizophrenia and one other disorder from anorexia nervosa, Obsessive compulsive disorder (OCD) and unipolar depression. For schizophrenia Description of symptoms and features, including thought insertion, hallucinations, delusions, disordered thinking. The function of neurotransmitters as a theory/explanation. One other biological theory/explanation. One non-biological theory/explanation. For the other disorder Description of symptoms and features. Two explanations/theories: one biological theory/explanation and one nonbiological theory/explanation.</p>	<p>optional topic areas: Child psychology. Each section totals 36 marks, and comprises mixed question types, including stimulus and data-response, short-answer and extended response questions. The assessment is 2 hours long.</p> <ul style="list-style-type: none"> ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within applications on psychology that is likely to appear on the exam paper for this topic. ➤ Homework will be set in line with department policy assessment. ➤ Learners understanding will be bench 	<p>methods, studies, and issues and debates.</p> <ul style="list-style-type: none"> ➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. <p>RSE – na</p> <p>HE – 3; 5; 6.</p> <p>SMSC – na</p>	<ul style="list-style-type: none"> ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology <p>Revision strategies.</p> <ul style="list-style-type: none"> ➤ Mathematical skills
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	<p>For schizophrenia and the other disorder, students should be familiar with two treatments for each disorder: one from biological and one from psychological. Two treatments for each disorder. The two for schizophrenia must come from different topic areas. The two for the other chosen disorder must come from different topic areas (these may be from the same topic areas as those used for schizophrenia). Individual differences Cultural effects can lead to individual differences in mental health disorders, e.g. nonbiological explanation for schizophrenia. Cultural effects can lead to different diagnoses of mental</p>	<p>marked against specification standards for all areas within paper 2 applications in psychology in preparation for outcomes of exam based assessment.</p>		
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health disorders affecting reliability and validity.
Developmental psychology
Issues around genes and mental health, such as a genetic or biochemical explanation for schizophrenia, can affect development.
Awareness of Health and Care Professions Council (HCPC) guidelines for clinical practitioners.
Researching mental health The use of longitudinal, crosssectional, crosscultural methods, metaanalysis, and the use of primary and secondary data.
The use of case studies, to include an example study: e.g. Lavarenne et al. (2013) Containing psychotic patients with fragile boundaries: a single group case study.

The use of interviews in clinical psychology, to include an example study: e.g. Vallentine et al. (2010)

Psychoeducational group for detained offender patients: understanding mental illness. Within the methods mentioned here:

Analysis of quantitative data using both descriptive and inferential statistics (chi-squared, Spearman's, Wilcoxon and MannWhitney U as appropriate).

Analysis of qualitative data using thematic analysis and grounded theory. Classic study

Rosenhan (1973) On being sane in insane places.

One contemporary study on schizophrenia Carlsson et al. (2000) Network

interactions in schizophrenia – therapeutic implications.
One contemporary study on another disorder, from the following: Obsessive Compulsive Disorder (OCD)
Masellis et al. (2003)
Quality of life in OCD: Differential impact of obsessions, compulsions, and depressions co morbidity.
One key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.
Concepts, theories and/or research (as appropriate to the chosen key question) drawn from clinical psychology as used in this specification.
One practical

	research exercise to gather data relevant			
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to topics covered in clinical psychology. This practical research exercise must adhere to ethical principles in both content and intention. Content analysis that explores attitudes to mental health. In conducting the practical research exercise, students must: perform summative content analysis, analyse at least two sources (e.g. radio interviews, newspapers, magazines) to compare attitudes towards mental health.

➤ **Issues and Debates**

Examples of issues and debates in clinical psychology:

- **Ethics** (e.g. issues of diagnosing mental disorders such as using labelling; obtaining consent for participation in research; HCPC

guidelines for practitioners).

➤ **Practical issues in the design and implementation of research**

(e.g. quantitative v qualitative data, balancing validity with reliability).

➤ **Reductionism**

(e.g. in research where causes of mental disorders are isolated and diagnoses are not holistic).

➤ **Comparisons between ways of explaining behaviour using different themes**

(e.g. ICD and DSM; different explanations for mental health issues).

➤ **Psychology as a science**

(e.g. in research that involves biological methods; in treatments such as drug therapies; in research that uses scientific research

methods such as laboratory experiments). ➤

Culture (e.g. cultural differences in diagnosis practices) and gender (e.g. gender featuring as a difference in frequency of a disorder).

➤ **Nature-nurture** (e.g. different theories of what causes mental disorders, biological compared to social psychology).

➤ **An understanding of how psychological understanding has developed over time** (e.g. DSM changes; changes in therapies; changing explanations for mental health issues).

➤ **Issues of social control** (e.g. policies for the treatment and therapy for mental health issues can

	<p>itself be seen as a form of social control).</p> <ul style="list-style-type: none"> ➤ The use of psychological knowledge within society ➤ (e.g. therapies and treatments for mental health issues). ➤ Issues related to socially sensitive research (e.g. research in the area of mental health and cultural issues). 			
<p>Spring 1</p>	<p>Big Idea: Paper 3 Psychological Skills (Methods; Synoptic review of studies; issues and debates)</p> <p>Rationale: Students will develop knowledge of Psychological Skills in methods, synoptic review, issues and debates.</p>			
	<ul style="list-style-type: none"> ➤ Psychological Skills (Methods; synoptic review of studies; issue and debates) This is a synoptic section in which students will be asked to draw on other areas of the qualification in order to understand 	<ul style="list-style-type: none"> ➤ Approach – paper 3 Psychological Skills. Students must answer all questions from three sections. Section A has 24 marks and comprises mixed question types, including stimulus 	<ul style="list-style-type: none"> ➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis. ➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures. ➤ Application 	<p>Careers Level 3 A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology

	<p>conceptual and methodological issues. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues. Relevant psychological skills have been contextualised in earlier Topics. This topic collects them together in order to ensure that all content has been covered. Students must consider issues and debates from across all topics in order to develop a general knowledge of key issues and debates.</p> <p>➤ Methods Types of data: qualitative and quantitative data; primary and secondary data. Sampling techniques: random,</p>	<p>and data response and short-answer questions, covering the topic area of research methods. Section B has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response question based on classic studies given in Topics 1–5.</p> <p>Section C has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long.</p>	<p>Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research</p> <p>➤ When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. Paper 1 and 2 topic material.</p> <p>RSE – 1a; b; c; f; g. 2.</p> <p>HE – 1a; b; c; d; d; f. 5.</p>	<p>➤ Forensic Psychology.</p> <p>Degrees</p> <p>➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees.</p> <p>Professions</p> <p>➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research</p> <p>Future learning</p> <p>➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology ➤</p> <p>Revision strategies. ➤ Mathematical skills</p>
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	<p>stratified, volunteer and opportunity. Experimental/research designs: independent groups, repeated measures and matched pairs. Hypotheses: null, alternate, experimental; directional and nondirectional. Questionnaires and interviews: open, closed (including ranked scale questions); structured, semistructured and unstructured interviews; selfreport data. Experiments: laboratory and field; independent and dependent variables. Observations: tallying; event and time sampling; covert, overt, participant, nonparticipant; structured observations; naturalistic observations.</p>	<ul style="list-style-type: none"> ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within psychological skills that is likely to appear on the exam paper for this topic. ➤ Homework will be set in line with department policy assessment. ➤ Learners understanding will be benchmarked against specification standards for all areas within paper 3 Psychological skills in preparation for outcomes of exam based assessment. 	<p>SMSC - na</p>	
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Additional research methods and techniques: twin and adoption studies, animal experiments, case studies as used in different areas of psychology, scanning (CAT, PET, fMRI), content analysis, correlational research, longitudinal and cross-sectional, cross-cultural and meta-analysis.

Control issues: counterbalancing, order effects, experimenter effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.

➤ **Descriptive statistics**
Measures of central tendency, frequency tables, graphs (bar

chart, histogram, scatter diagram), normal distribution (including standard deviation), skewed distribution, sense checking data, measures of dispersion (range, standard deviation). Produce, handle, interpret data including drawing comparisons (e.g. between means of two sets of data). Students do not need to know formulae but are expected to be competent in simple mathematical steps.

➤ **Inferential statistics**
Decision making and interpretation
Levels of measurement.
Appropriate choice of statistical test.
The criteria for and use of Mann-Whitney U, Wilcoxon, Spearman's, chi squared (for difference) tests.

Directional and nondirectional testing. Use of critical value tables, one- and twotailed testing. Levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than (e.g. $p \leq .05$). Rejecting hypotheses. Type I and type II errors. The relationship between significance levels and p values. Observed and critical values. Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility. Analysis of

	qualitative data (thematic analysis)			
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and grounded theory). Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.

Ethical issues in research using humans (BPS Code of Ethics and Conduct, 2009), including risk assessment when carrying out research in psychology. Ethical issues in research using animals (Scientific Procedures Act 1986 and Home Office regulations).

- **Synoptic Review of studies**
- Draw on and compare studies from the classic study section throughout the qualification.

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| <ul style="list-style-type: none">➤ Review synoptically the classic studies of psychology in terms of issues and debates.➤ Use principles of understanding, evaluation and synopticity on unseen material.➤ Issues and Debates
See issues and debates sections in each topic area for examples of how to apply each of the topic areas of psychology. Ethical issues in research (animal a Practical issues in the design and implementation of Research and human).
Reductionism in the explanation of behaviour.
Comparisons of ways of explaining behaviour using different themes.
Psychology as a science.
Cultural and gender issues in | | | |
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	<p>psychological research. The role of both nature and nurture in psychology. An understanding of how psychological understanding has developed over time. The use of psychology in social control. The use of psychological knowledge in society. Issues related to socially-sensitive research.</p>			
<p>Spring 2</p>	<p style="text-align: center;">Big Idea: Paper 3 Psychological Skills (Methods; Synoptic review of studies; issues and debates)</p> <p style="text-align: center;">Rationale: Students will develop knowledge of Psychological Skills in methods, synoptic review, issues and debates.</p>			
	<p>➤ Psychological Skills (Methods; synoptic review of studies; issue and debates) This is a synoptic section in which students will be asked to draw on other areas of the qualification in order</p>	<p>➤ Approach – paper 3 Psychological Skills. Students must answer all questions from three sections. Section A has 24 marks and</p>	<p>➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p>	<p>Careers Level 3 A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care

		comprises mixed question types,		
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	<p>to understand conceptual and methodological issues. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues. Relevant psychological skills have been contextualised in earlier Topics. This topic collects them together in order to ensure that all content has been covered. Students must consider issues and debates from across all topics in order to develop a general knowledge of key issues and debates.</p> <p>➤ Methods Types of data: qualitative and quantitative data; primary and secondary data. Sampling techniques: random,</p>	<p>including stimulus and data response and short-answer questions, covering the topic area of research methods. Section B has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response question based on classic studies given in Topics 1–5. Section C has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology. The assessment is 2 hours long.</p>	<p>➤ Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. Paper 1 and 2 topic material.</p> <p>RSE – 1a; b; c; f; g. 2.</p>	<p>➤ Applied Psychology ➤ Forensic Psychology.</p> <p>Degrees</p> <p>➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees.</p> <p>Professions</p> <p>➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research</p> <p>Future learning</p> <p>➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology ➤</p> <p>Revision strategies. ➤ Mathematical skills</p>
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	<p>stratified, volunteer and opportunity. Experimental/research designs: independent groups, repeated measures and matched pairs. Hypotheses: null, alternate, experimental; directional and nondirectional. Questionnaires and interviews: open, closed (including ranked scale questions); structured, semistructured and unstructured interviews; selfreport data. Experiments: laboratory and field; independent and dependent variables. Observations: tallying; event and time sampling; covert, overt, participant, nonparticipant; structured observations; naturalistic observations.</p>	<ul style="list-style-type: none"> ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within psychological skills that is likely to appear on the exam paper for this topic. ➤ Homework will be set in line with department policy assessment. ➤ Learners understanding will be benchmarked against specification standards for all areas within paper 3 Psychological skills in preparation for outcomes of exam based assessment. 	<p>HE – 1a; b; c; d; d; f. 5.</p> <p>SMSC - na</p>	
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Additional research methods and techniques: twin and adoption studies, animal experiments, case studies as used in different areas of psychology, scanning (CAT, PET, fMRI), content analysis, correlational research, longitudinal and cross-sectional, cross-cultural and meta-analysis.

Control issues: counterbalancing, order effects, experimenter effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.

➤ **Descriptive statistics**
Measures of central tendency, frequency tables, graphs (bar

chart, histogram, scatter diagram), normal distribution (including standard deviation), skewed distribution, sense checking data, measures of dispersion (range, standard deviation). Produce, handle, interpret data including drawing comparisons (e.g. between means of two sets of data). Students do not need to know formulae but are expected to be competent in simple mathematical steps.

➤ **Inferential statistics**
Decision making and interpretation
Levels of measurement.
Appropriate choice of statistical test. The criteria for and use of MannWhitney U, Wilcoxon, Spearman's, chi squared (for difference) tests.

Directional and nondirectional testing. Use of critical value tables, one- and twotailed testing. Levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than (e.g. $p \leq .05$). Rejecting hypotheses. Type I and type II errors. The relationship between significance levels and p values. Observed and critical values. Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility. Analysis of qualitative data (thematic analysis

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➤ **Synoptic Review of studies** Draw on and compare studies from the classic study section throughout the qualification. Review synoptically the classic studies of psychology in terms

of issues and debates.
Use principles of understanding, evaluation and synopticity on unseen material.

➤ **Issues and Debates**

See issues and debates sections in each topic area for examples of how to apply each of the topic areas of psychology. Ethical issues in research (animal a Practical issues in the design and implementation of Research and human).

Reductionism in the explanation of behaviour.

Comparisons of ways of explaining behaviour using different themes.

Psychology as a science.

Cultural and gender issues in psychological research.

	<p>The role of both nature and nurture in psychology. An understanding of how psychological understanding has developed over time. The use of psychology in social control. The use of psychological knowledge in society. Issues related to socially-sensitive research.</p>			
<p>Summer 1</p>	<p align="center">Big Idea: Paper 3 Psychological Skills (Methods; Synoptic review of studies; issues and debates)</p> <p align="center">Rationale: Students will develop knowledge of Psychological Skills in methods, synoptic review, issues and debates.</p>			
	<p>➤ Psychological Skills (Methods; synoptic review of studies; issue and debates) This is a synoptic section in which students will be asked to draw on other areas of the qualification in order</p>	<p>➤ Psychological Skills. Students must answer all questions from three sections. Section A has 24 marks and comprises mixed question types, including stimulus and data</p>	<p>➤ Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>➤ Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>➤ Application Apply knowledge and understanding of psychological ideas.</p>	<p>Careers Level 3 A level Combinations:</p> <ul style="list-style-type: none"> ➤ Mathematics ➤ Sociology ➤ Biology ➤ Chemistry ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology.

	to understand conceptual and	response and short-answer		
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	<p>methodological issues. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues. Relevant psychological skills have been contextualised in earlier Topics. This topic collects them together in order to ensure that all content has been covered. Students must consider issues and debates from across all topics in order to develop a general knowledge of key issues and debates.</p> <p>➤ Methods Types of data: qualitative and quantitative data; primary and secondary data. Sampling techniques: random, stratified, volunteer and opportunity.</p>	<p>questions, covering the topic area of research methods. Section B has 24 marks and comprises mixed question types, including stimulus and data response and short-answer questions based on psychological studies and one extended response question based on classic studies given in Topics 1–5. Section C has 32 marks and comprises two extended response questions, covering the topic area of issues and debates in psychology.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment</p>	<p>Apply knowledge and understanding of psychological processes and procedures</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions. This will be achieved through the application of the skills based assessment A01, A02 and A03 for Edexcel psychology.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology – research methods, studies, and issues and debates.</p> <p>➤ Prior learning English writing skills in extended response writing; Mathematical skills; research methods skills science research practical's. Paper 1 and 2 topic material.</p> <p>RSE – 1a; b; c; f; g. 2.</p> <p>HE – 1a; b; c; d; d; f. 5.</p> <p>SMSC - na</p>	<p>Degrees</p> <ul style="list-style-type: none"> ➤ Psychiatry ➤ Psychology ➤ Criminology ➤ Child ➤ Linguistics ➤ medicine ➤ Combined honours degrees. <p>Professions</p> <ul style="list-style-type: none"> ➤ Teaching ➤ Social work ➤ Mental health medicine ➤ Physiotherapy ➤ Child therapy ➤ Counselling ➤ Research <p>Future learning</p> <ul style="list-style-type: none"> ➤ Biological psychology ➤ Language, memory ➤ Social psychology, ➤ Learning theories ➤ Clinical psychology ➤ Child psychology, ➤ Research methodology ➤ <p>Revision strategies.</p> <ul style="list-style-type: none"> ➤ Mathematical skills
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	<p>Experimental/research designs: independent groups, repeated measures and matched pairs. Hypotheses: null, alternate, experimental; directional and nondirectional. Questionnaires and interviews: open, closed (including ranked scale questions); structured, semi-structured and unstructured interviews; self-report data. Experiments: laboratory and field; independent and dependent variables. Observations: tallying; event and time sampling; covert, overt, participant, nonparticipant; structured observations; naturalistic observations. Additional research methods and</p>	<p>within psychological skills that is likely to appear on the exam paper for this topic.</p> <ul style="list-style-type: none"> ➤ Homework will be set in line with department policy assessment. ➤ Learners understanding will be benchmarked against specification standards for all areas within paper 3 Psychological skills in preparation for outcomes of exam based assessment. 		
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techniques: twin and adoption studies, animal experiments, case studies as used in different areas of psychology, scanning (CAT, PET, fMRI), content analysis, correlational research, longitudinal and cross-sectional, cross-cultural and meta-analysis.
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Use of critical value tables, one- and twotailed testing.
Levels of significance, including knowledge of standard statistical terminology such as p equal to or greater than (e.g. $p \leq .05$).
Rejecting hypotheses. Type I and type II errors.
The relationship between significance levels and p values.
Observed and critical values.
Methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility.
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Cultural and gender issues in psychological research.

	<p>The role of both nature and nurture in psychology. An understanding of how psychological understanding has developed over time. The use of psychology in social control. The use of psychological knowledge in society. Issues related to socially-sensitive research.</p> <p>Revision Programme Paper 1 Paper 2 Paper 3 Topic content above from Year 12 and Year 13</p>			
<p>Summer 2</p>				