



# Year 12 Psychology



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p data-bbox="98 434 775 510"><b>Learning about psychology in the following units and topics:</b></p> <p data-bbox="98 555 628 591"><b>Introductory Topics in Psychology</b></p> <ul data-bbox="98 636 775 2065" style="list-style-type: none"><li data-bbox="98 636 775 949">• Attachment and understanding of caregiver-infant interactions; animal studies of attachment; explanations of attachment; Ainsworth's 'Strange Situation'; Bowlby's theory of maternal deprivation; and the influence of early attachment on childhood and adult relationships</li><li data-bbox="98 994 775 1263">• Memory and the multi-store model; types of long-term memory; the working memory model; explanations for forgetting; factors affecting the accuracy of eyewitness testimony; and improving the accuracy of eyewitness testimony</li><li data-bbox="98 1308 775 1576">• Social influence including types of conformity; conformity to social role; explanations for obedience; explanations of resistance to social influence; minority; and the role of social influence processes in social change</li><li data-bbox="98 1621 775 2065">• Psychopathology including definitions of abnormality; the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD); the behavioural approach to explaining and treating phobias; the cognitive approach to explaining and treating depression; and the biological approach to explaining and treating OCD.</li></ul>	<ul data-bbox="798 434 1485 1263" style="list-style-type: none"><li data-bbox="798 434 1485 555">• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures</li><li data-bbox="798 600 1485 698">• Apply knowledge and understanding of these in theoretical and practical contexts</li><li data-bbox="798 743 1485 864">• Apply knowledge and understanding of these when handling qualitative and quantitative data</li><li data-bbox="798 909 1485 1030">• Analyse, interpret and evaluate scientific information, ideas and evidence</li><li data-bbox="798 1075 1485 1263">• Relate evaluation to a range of issues in order to make judgements and reach conclusions as well as to develop and refine practical design and procedures.</li></ul>



## Year 12 Psychology continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge

#### Psychology in Context

Biopsychology including the divisions of the nervous system; the structure and function of sensory, relay and motor neurons; the process of synaptic

Transmission; the function of the endocrine system; the fight or flight response; localisation of function in the brain and hemispheric lateralization; ways of studying the brain; and biological rhythms

Research methods including knowledge of range of method and their strengths and limitations.

### How has learning been assessed?

End of topic assessment at the end of each topic, in line with what students would have to complete in their terminal exams.

Mock exams in January and summer of Year 12.

### What is coming up in the following year?

In Year 13, students learn Relationships, Aggression, Schizophrenia and Issues and Debates in Issues and Options in Psychology.



# Year 13 Psychology



What have students at St. Crispin's been taught to understand and be able to do?

Core Knowledge	Core Skills
<p><b>Learning about Psychology in the following units and topics:</b></p> <p><b>Issues and debates in Psychology</b></p> <ul style="list-style-type: none"><li>• Explore relationships including the evolutionary explanations for partner preferences; factors affecting attraction in romantic relationships; theories of romantic relationships; virtual relationships and parasocial relationships</li><li>• Aggression including neural and hormonal mechanisms in aggression; the ethological explanation of aggression; social psychological explanations of human aggression; institutional aggression in the context of prisons; media influences on aggression</li><li>• Schizophrenia including classifications; biological explanations; psychological explanations; drug therapy; cognitive behaviour therapy and family therapy; and the importance of an interactionist approach in explaining and treating schizophrenia</li><li>• Gender and culture</li><li>• Free will and determinism</li><li>• The nature-nurture debate</li><li>• Idiographic and nomothetic approaches to psychological investigation</li><li>• Ethical implications of research studies and theory, including reference to social sensitivity.</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures</li><li>• Apply knowledge and understanding of these in theoretical and practical contexts</li><li>• Apply knowledge and understanding of these when handling qualitative and quantitative data</li><li>• Analyse, interpret and evaluate scientific information, ideas and evidence</li><li>• Relate evaluation to a range of issues in order to make judgements and reach conclusions as well as to develop and refine practical design and procedures.</li></ul>



## Year 13 Psychology continued



### How has learning been assessed?

End of topic assessment at the end of each topic, in line with what students would have to complete in their terminal exams.

#### **Mock exams in January of Year 13.**

#### **Final A-Level exams:**

- Introductory Topics in Psychology (33.3%) 96 marks, 2 hour written exam
- Psychology in Context (33.3%) 96 marks, 2 hour written exam
- Issues and Options in Psychology (33.3%) 96 marks, 2 hour written exam.