

## Year 12 Topics

In year 12 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key Tier 3 Vocabulary	<i>Procedural Knowledge (To know how...)</i>
<b>Social Influence</b>	Social influence is the change in behaviour that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer, other people and society in general.	1. Types of conformity: internalisation and compliance. Explanations for conformity: informational social influence and normative social influence. Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.	Social influence, conformity ,social factors, group size, anonymity, task difficulty, dispositional factors, personality, expertise, majority influence, Asch effect, normative informational ,critical trial, independence, 'child of the time', McCarthyism, individualistic culture, collectivist culture, social norm, unanimity, autokinetic, two process theory, compliance, identification, internalisation,	Students will be expected to know how to: <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.</li> <li>apply psychological knowledge and understanding of the content in a range of contexts.</li> <li>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Knowledge and understanding of research methods, practical research skills and mathematical skills through.</li> <li>designing research</li> <li>conducting research</li> <li>analysing and interpreting data.</li> </ul>
		2. Explanations for obedience: agentic state and legitimacy of authority. Situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.	Obedience, agency theory, authority, culture, proximity, authoritarian personality, authority figure, hierarchical, agentic state, autonomous state, agentic shift, legitimate authority, obedience alibi, scapegoating, cognitive style, displacement, identification, internalisation, F-scale, ego-defence mechanism, remote instruction, cognitive style, anti-Semitic,	
		3. Explanations of resistance to social influence, including social support and locus of control.	Social support, locus of control, internal locus of control, external locus of control, dissenter	
		4. Minority influence including reference to consistency, commitment and flexibility.	Minority influence, consistency, commitment, flexibility. Synchronic, diachronic consistency, augmentation principal, snowball effect	

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<b>Memory</b>	Memory is the ability to take in information, store it, and recall it at a later time.	<ol style="list-style-type: none"> <li data-bbox="568 169 1167 376">1. The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</li> <li data-bbox="568 376 1167 555">2. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</li> <li data-bbox="568 555 1167 679">3. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</li> <li data-bbox="568 679 1167 989">4. Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion; anxiety; the use of cognitive interview.</li> </ol>	<p data-bbox="1167 169 1626 376">Multi-store model of memory, sensory register, short-term memory, long-term Memory, coding, capacity, duration, chunking, free recall, memory trace, spontaneous decay, iconic, echoic, acoustic, maintenance rehearsal, semantic, consonant syllables, elaborative rehearsal</p> <p data-bbox="1167 376 1626 555">Working memory model: central executive, phonological loop, visuo-spatial sketchpad, episodic buffer, visual cache, inner scribe, articulatory control process, phonological store, dual task performance, word length effect, articulatory suppression task,</p> <p data-bbox="1167 555 1626 679">Proactive and retroactive interference, retrieval failure, cues, cued recall test. Encoding specificity principle, context dependent, state dependent,</p> <p data-bbox="1167 679 1626 989">Eyewitness testimony, misleading information, leading questions, post-event discussion, anxiety, memory conformity, false memory, own age bias, tunnel theory, fight or flight response, Yerkes-Dodson law, enhanced cognitive interview, standard police interview,</p>	<p data-bbox="1626 169 2029 201">Students will be expected to:</p> <ul style="list-style-type: none"> <li data-bbox="1626 201 2029 376">• demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.</li> <li data-bbox="1626 376 2029 472">• apply psychological knowledge and understanding of the content in a range of contexts.</li> <li data-bbox="1626 472 2029 584">• analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li data-bbox="1626 584 2029 711">• evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li data-bbox="1626 711 2029 823">• Knowledge and understanding of research methods, practical research skills and mathematical skills through.</li> <li data-bbox="1626 823 2029 855">• designing research</li> <li data-bbox="1626 855 2029 887">• conducting research</li> <li data-bbox="1626 887 2029 989">• analysing and interpreting data.</li> </ul>

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<b>Attachment</b>	Attachment is a deep and enduring emotional bond that connects one person to another across time and space. Attachment theory explains how the parent-child relationship emerges and influences subsequent development.	<ol style="list-style-type: none"> <li data-bbox="745 204 1487 384">1. Animal studies of attachment: Lorenz and Harlow.</li> <li data-bbox="745 384 1487 767">2. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</li> <li data-bbox="745 767 1487 1007">3. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</li> <li data-bbox="745 1007 1487 1182">4. Bowlby's theory of maternal deprivation. Effects of institutionalisation, including the English and Romanian Adoptees project.</li> <li data-bbox="745 1182 1487 1289">5. The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ol>	<p data-bbox="1487 204 1785 384">Imprinting, ethologist, critical period, sexual imprinting, contact comfort, maternal deprivation, sensitive period.</p> <p data-bbox="1487 384 1785 767">Learning theory, UCS, UCR, CS, CR, NS, association, classical conditioning, operant conditioning, positive reinforcement, negative reinforcement, primary drive, drive reduction, secondary drive, social learning theory. Internal working model, monotropic, evolutionary, social releasers, temperament.</p> <p data-bbox="1487 767 1785 1007">Ainsworth's 'Strange Situation', attachment: secure, insecure-avoidant and insecure-resistant. Safe base, proximity seeking, disorganised attachment, culture bound, imposed etc,</p> <p data-bbox="1487 1007 1785 1182">Separation deprivation, privation, affectionless psychopathy, orphan studies, institutionalisation, disinhibited attachment, mental retardation,</p> <p data-bbox="1487 1182 1785 1289">Childhood relationships, adult relationships, internal working models, continuity</p>	

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<b>Clinical Psychology and Mental Health</b>	Clinical psychology is the scientific study of mental /psychological disorders. This topic considers different explanations for various psychological disorders (e.g. depression, phobias and obsessive compulsive disorder), including biological, psychological and social explanations.	1. Definitions in the field of mental health: deviation from ideal mental health, deviation from social/cultural norms, failure to function adequately and statistical infrequency.	Statistical infrequency, social norms, intellectual disability disorder, anti-social personality disorder, labelling, cultural relativism, prosocial, failure to function, ideal mental health, self-actualise, paraphilia, culture bound, individualistic, maladaptive,	Students will be expected to: <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.</li> <li>apply psychological knowledge and understanding of the content in a range of contexts.</li> <li>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Knowledge and understanding of research methods, practical research skills and mathematical skills through.</li> <li>designing research</li> <li>conducting research</li> <li>analysing and interpreting data.</li> </ul>
		2. The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).	Phobia, behavioural, emotional, cognitive, specific phobia, social phobia, agoraphobia, panic, avoidance, endurance, anxiety disorder, selective attention, irrational belief, cognitive distortion, depression , persistent, major, premenstrual dysphoric disorder, psychomotor agitation, insomnia, hypersomnia, self-loathing, absolutist thinking, OCD, obsession, compulsions, hoarding disorder, trichotillomania, avoidance, cognitive strategies, insight, hyper vigilant,	
		3. The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.	Classical conditioning, operant conditioning, two process model, evolutionary, adaptive, biological preparedness, systematic desensitisation, counter conditioning, reciprocal inhibition, anxiety hierarchy, exposure, extinction, UCS CS UCR CR NS CR, symptom substitution.	
		4. The cognitive approach to explaining and treating depression: Beck’s negative triad and Ellis’s ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.	Cognitive approach, negative triad, ABC, activating event, belief , consequence, model, self-schema, musturbation, ‘I-can’t-stand- it –it is’, utopianism, cognitive primacy, Cotard symptom, reactive depression, CBT, irrational thoughts, REBT, ABCDE model, dispute, effect, empirical, logical argument, behavioural activation.	
		5. The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.	Biological, genetic, neural, diathesis-stress, serotonin, polygenic, dopamine, frontal lobe, Para hippocampal gyrus, SSRI, SNRI, placebo, antidepressants, Parkinson’s, comorbidity, tricyclics,	

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<b>Research methodology</b>	Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon. Types of research methods can be broadly divided into two quantitative and qualitative categories.	1. Research Methods	Experimental method, laboratory and field experiments; natural and quasi-experiments. Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. Self-report techniques. Questionnaires; interviews, structured and unstructured. Correlations... Content analysis. Case studies.	Students will be expected to: <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.</li> <li>• apply psychological knowledge and understanding of the content in a range of contexts.</li> <li>• analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li>• evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>• Knowledge and understanding of research methods, practical research skills and mathematical skills through.</li> <li>• designing research</li> <li>• conducting research</li> <li>• analysing and interpreting data.</li> </ul>
		2. Scientific processes	Aims, hypotheses, directional and non-directional, population, sample, random, systematic, stratified, opportunity, volunteer; bias, generalisation. Pilot studies Experimental designs: repeated measures, independent groups, matched pairs. Observational design: behavioural categories; event sampling; time sampling. Questionnaire, open and closed questions; interviews. Variables, independent, dependent, extraneous, confounding; operationalisation, Control: random allocation, counterbalancing, randomisation, standardisation. Demand characteristics, investigator effects. Ethics, peer review, Reliability, test-retest and inter-observer; improving reliability. Validity face validity, concurrent validity, ecological validity and temporal validity. Objectivity, empirical method; replicability, falsifiability, paradigms and paradigm shift, abstract, introduction, method, results, discussion and referencing.	
		3. Data handling and analysis	Quantitative, qualitative data, primary and secondary data, meta-analysis. Descriptive statistics: measures of central tendency – mean, median, mode, measures of dispersion; range and standard deviation; calculation, correlations, scattergrams, bar charts, histograms. Normal and skewed distributions; correlation coefficients. Levels of measurement: nominal, ordinal and interval. Content analysis, coding. Thematic analysis.	

		4. Inferential testing	Sign test, Probability, significance, critical, Type I and Type II errors. Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.	
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<b>Approaches in Psychology</b>	There are various approaches in contemporary psychology. An approach is a perspective (i.e., view) that involves certain assumptions (i.e., beliefs) about human behaviour: the way they function, which aspects of them are worthy of study and what research methods are appropriate for undertaking this study. Each perspective has its strengths and weaknesses and brings something different to our understanding of human behaviour.	1. Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, vicarious reinforcement, the role of mediation processes and Bandura's research.	Reinforcement, punishment, token economy systems, mechanistic, environmental determinism, free will, SLT, role models, identification, mediational processes, modelling, vicarious reinforcement, reciprocal determinism.	
		2. The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes.	Cognitive approach, internal mental processes, inference, schema, cognitive neuroscience, Broca's area, prefrontal cortex, information processing approach, AI, machine reductionism, soft determinism, interactionist,	
		3. The biological approach: the genetic basis of behaviour: genotype, phenotype and evolution. Influence of biological structures and neurochemistry on behaviour. Cognitive neuroscience.	Biological approach, genes, biological structure, neurochemistry, genotype, phenotype, MZ, DZ, concordance rate, PKU, natural selection, causal conclusion,	
		4. The psychodynamic approach: the role of the unconscious, the structure of personality, that is Ed, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.	Psychodynamic approach, Id, Ego, Superego, oral, anal, phallic, latency, genital, repression, denial, displacement, pleasure, reality, morality principle, defence mechanism, fixation, psychosexual conflict, psychoanalysis, psychic determinism, neurosis, penis envy, Oedipus, Electra,	
		5. Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, congruence, the role of conditions of worth.	Humanistic, free-will, self-actualisation, hierarchy of needs, self, congruence, conditions of worth, client-centred therapy, unconditional positive regard, ideal self, personal growth, self-determining, Q-sort, holism, active agents, person-centred	
		6. Comparison of approaches.	Idiographic, nomothetic	

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<b>Issues and debates</b>	The issues and debates in psychology consider some of the important arguments in relation to conducting research and explaining behaviour and the nature, purpose and methods of psychology and lead to modern psychology being a diverse discipline that presents competing claims about human nature and behaviour.	1. Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.	Gender bias, universality androcentricism, alpha and beta bias, cultural bias ethnocentrism, cultural relativism essentialist argument, feminist psychology, reflexivity, double –standard, social construction, imposed etic, emic	Students will be expected to: <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.</li> <li>• apply psychological knowledge and understanding of the content in a range of contexts.</li> <li>• analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li>• evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>• Knowledge and understanding of research methods, practical research skills and mathematical skills through.</li> <li>• designing research</li> <li>• conducting research</li> <li>• analysing and interpreting data.</li> </ul>
		2. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.	Free will, determinism, hard determinism, soft determinism, biological determinism, environmental determinism, psychic determinism, unfalsifiable,	
		3. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.	Nature-nurture debate, hereditary, environment, interactionist, heritability coefficient, pre-natal, post-natal, epigenetics, constructivism, shared and unshared environment	
		4. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.	Holism, reductionism, biological reductionism, environmental reductionism, levels of explanation, micro, macro, hierarchy of science,	
		5. Idiographic and nomothetic approaches to psychological investigation.	Idiographic, nomothetic, anti-scientific, phenomenological approach,	
		6. Ethical implications of research studies and theory, including reference to social sensitivity.	Ethical issues, ethical guidelines, ethical implications, socially sensitive, cost benefit, ethical committee	