

**Humanities and Art Faculty: Yearly Overview Plan**

Term 1	Subject: Year 1 Psychology (AQA)	Year Group: 12	
<u>Unit Topic</u> Research methods and Approaches	<u>Learning Outcomes</u> <i>Students will...</i>	<u>Real World Application / Link to UAE</u>	<u>Assessment Methods</u>
1. Approaches in psychology Origins of psychology	<ul style="list-style-type: none"> Investigate the features of science Debate whether psychology should be regarded as a science Understand and describe introspection Evaluate the effectiveness of introspection 	<ul style="list-style-type: none"> Developing understanding of psychological concepts Skills focus on developing basic psychological knowledge 	<ul style="list-style-type: none"> Folder check Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions
2. Behavioural/ Learning approach	<ul style="list-style-type: none"> Describe the basic features of the behavioural approach Define the term classical conditioning Outline Pavlov's research into classical conditioning Apply knowledge of Classical conditioning to different case studies of behaviour Evaluate the effectiveness of conditioning when explaining human behaviour. Explain the process of Social Learning Theory Describe what is meant by vicarious reinforcement Apply knowledge of SLT to real life scenarios 	<ul style="list-style-type: none"> Apply knowledge of Classical conditioning to different case studies of behaviour Discuss Emirate role models and how children will learn through positive reinforcement in the UAE 	<ul style="list-style-type: none"> Timed assessment Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions
3. Cognitive approach	<ul style="list-style-type: none"> Describe the key assumptions of the cognitive approach Define what an internal mental process is and a schema is. Describe research that has investigated the role of the schema Describe the difference between a theoretical and computer model Apply knowledge of how these models make inferences about mental processes Using knowledge and understanding to evaluate the usefulness of the cognitive approach when understanding behaviour Apply my knowledge by recalling the war of the ghosts story Apply the use of the cognitive approach to understand different models of memory 	<ul style="list-style-type: none"> Become a participant in the "gorillas in the midst" study Become a participant in the "war of the ghosts" study Students will discuss the war of the ghosts findings if it were to be replicated in the UAE. 	<ul style="list-style-type: none"> Timed assessment Extended written response graded Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions
4. Cognitive neuroscience as an extension of	<ul style="list-style-type: none"> Investigate how cognitive neuroscience has emerged as a discipline consider the practical and ethical implications of cognitive neuroscience 	<ul style="list-style-type: none"> Consider how cognitive explanations can be used to explain real-world behaviour 	<ul style="list-style-type: none"> Timed assessment Extended written response graded

<p>the cognitive approach</p>	<ul style="list-style-type: none"> consider how cognitive explanations can be used to explain real-world behaviour Evaluate the cognitive approach, investigating its strengths and weaknesses 	<ul style="list-style-type: none"> Research a neuroscience clinic in Dubai, focus on the treatments they have for patients with psychological disorders in the UAE 	<ul style="list-style-type: none"> Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions
<p>5. Biological approach</p>	<ul style="list-style-type: none"> Describe the key assumptions of the biological approach; Explain about the evolutionary basis of our behaviour; Explain how genetics influence our behaviour by explaining the difference between a genotype and phenotype. Explore how concordance rates are used to measure the genetic link in a variety of psychological disorders; Apply my knowledge of biological functions to a real-life example of human behaviour Evaluate the biological approach by looking at research; Explore the divisions of the nervous system; 	<ul style="list-style-type: none"> Students will apply their knowledge of biological functions to a real-life example of human behaviour 	<ul style="list-style-type: none"> Complete a key terms test on the biological approach; Extended written response graded Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions
<p>6. Biopsychology</p>	<ul style="list-style-type: none"> Describe how the peripheral and central nervous systems affect human behaviour Explore how concordance rates are used to measure the genetic link in a variety of psychological disorders; Describe the effects of the nervous system, the neuron and the endocrine system on human behaviour Describe the physical structure of a neuron Explain the difference between a sensory, motor and relay neuron List the hormones involved in the fight or flight response; Explain the biological functions of the body in response to a stressor Describe the process of synaptic transmission. Identify the location of different glands in the endocrine system and describe the function of each of the glands 	<ul style="list-style-type: none"> Apply my knowledge of biological functions to a real-life example of human behaviour Students will design their own neuron and its constituent parts using design materials 	<ul style="list-style-type: none"> Extended written response graded Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions Complete Timed assessment based on content covered so far, in preparation for my January mock examination.
<p>7. Research methods</p>	<ul style="list-style-type: none"> Understand what research methods are and how psychologists use it. Compare independent variables and dependent variables. Outline the different types of experiments Evaluate the usefulness of the different types of experiments Understand how to control variables including extraneous and confounding variables; Outline all three experimental designs Evaluate the use of experimental designs using at least one detailed advantage and disadvantage for each design Outline three experimental designs Evaluate the usefulness of experimental designs Compare and contrast experimental designs 	<ul style="list-style-type: none"> Group activity encourages collaboration and team building skills Formulate a sample using skittles Decide which experimental design is best to use based on the sample of participants and task required, developing decision making skills. 	<ul style="list-style-type: none"> Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions Complete Timed assessment based on content covered so far, in preparation for my January mock examination.

	<ul style="list-style-type: none"> • Discuss how to solve order effects • Evaluate the usefulness of the different types of experiments by assessing their different strengths and weaknesses • Describe the different examples of sampling techniques. • Evaluate the usefulness of different sampling techniques 		<ul style="list-style-type: none"> • Work is marked and feedback provided using WWW/EBI/PPP
1. Memory	<ul style="list-style-type: none"> • Describe and evaluate the multi-store model of memory: sensory register, short-term memory and long-term memory. Describe the features of each store including, coding, capacity and duration. • Describe and evaluate the types of long-term memory: episodic, semantic, procedural. • Discuss the working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. 	<ul style="list-style-type: none"> • Investigate real world cognitive interview techniques. • Conduct a cognitive interview with a family member. • Investigate the use of the cognitive interview in the UAE • Investigate the judicial system in the UAE and how it views eyewitness testimony. 	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • A level Past Paper Question

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Term 2	Subject: AQA PSYCHOLOGY (YEAR 1)	Year Group: 12	
<u>Paper 1 and 2 Attachment Social influence Memory</u>	<u>Learning Outcomes</u> Students will...	<u>Real World Application / Link to UAE</u>	<u>Assessment Methods</u>
2. Memory	<ul style="list-style-type: none"> • Explain and discuss the usefulness of different explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Investigate factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Apply knowledge of memory by investigating how psychologists have improved the accuracy of eyewitness testimony, including the use of the cognitive interview. 	<ul style="list-style-type: none"> • Investigate real world cognitive interview techniques. • Conduct a cognitive interview with a family member. • Investigate the use of the cognitive interview in the UAE • Investigate the judicial system in the UAE and how it views eyewitness testimony. 	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • A level Past Paper Question
3. Psychopathology	<ul style="list-style-type: none"> • Outline and evaluate definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. 	<ul style="list-style-type: none"> • Research UAE clinics and psychologists who treat OCD, depression and phobias. • Investigating real life treatments of different psychological disorders 	<ul style="list-style-type: none"> • Extended written response graded • Work is marked and feedback provided using WWW/EBI/PPP

	<ul style="list-style-type: none"> • Investigate the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • Discuss 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. • Describe and evaluate 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. • Discuss the biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 		<ul style="list-style-type: none"> • End of Topic Assessment graded and students self-assess exam responses
<p>4. Research methods</p>	<ul style="list-style-type: none"> • Compare and contrast observational techniques;: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Discuss the design of observations including behavioural categories; event sampling; time sampling. • Investigate self-report technique including questionnaires; interviews, structured and unstructured. • Have knowledge of correlations. Analyse the relationship between co-variables. Understand the difference between correlations and experiments. • Describe pilot studies and the aims of piloting. • Explain questionnaire construction, including use of open and closed questions; design of interviews. • Evaluate methods of investigation in relation to demand characteristics and investigator effects. • Analyse ethical implications of psychological research, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. • Describe the role of peer review in the scientific process. • Analyse the implications of psychological research for the economy 	<ul style="list-style-type: none"> • Conduct real life investigation • Analysis of real life psychological research • Discuss research conducted in the UAE 	<ul style="list-style-type: none"> • Group research peer assessed • A level Past Paper Question • End of Topic Assessment graded and students self-assess exam responses



Term 3	Subject: AQA PSYCHOLOGY (YEAR 1)	Year Group: 12	
<u>Unit Topic</u> Paper one and two	<u>Learning Outcomes</u> <i>Students will...</i>	<u>Real World Application / Link to UAE</u>	<u>Assessment Methods</u>
5. Attachment	<ul style="list-style-type: none"> Describe caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Research animal studies of attachment: Lorenz and Harlow. Discuss explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. Describe and evaluate Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure resistant Discuss cultural variations in attachment, including van Ijzendoorn. Describe and evaluate Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. Explain the influence of early attachment on childhood and adult relationships, including the role of an internal working model. 	<ul style="list-style-type: none"> Discuss cultural differences in attachment. Compare the attachment types of children in the UAE compared to other cultures Investigate replications of the strange situation in Arab countries Investigate case studies of children who were orphaned, and discuss the effects this had on later adult relationships. 	<ul style="list-style-type: none"> Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions Complete
6. Social influence	<ul style="list-style-type: none"> Investigate different types of conformity: internalisation, identification and compliance. Describe different explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Research conformity to social roles as investigated by Zimbardo. Discuss explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram. Describe and evaluate a dispositional explanation for obedience: the Authoritarian Personality. Describe and evaluate explanations of resistance to social influence, including social support and locus of control. 	<ul style="list-style-type: none"> Application to the real world throughout by investigating real world research. Students will be given everyday examples of obedience and conformity, and be encouraged to explain WHY they conform or obey based on the explanations they have learned. 	<ul style="list-style-type: none"> Work is marked and feedback provided using WWW/EBI/PPP AS Level Past Paper Questions Complete

	<ul style="list-style-type: none"> • Investigate minority influence including reference to consistency, commitment and flexibility. • Describe and evaluate the role of social influence processes in social change. 		
7. Revision	<ul style="list-style-type: none"> • Design A3 posters for all 3 sections for paper 1 and 2 • Articulate their knowledge and understanding by competing in different revision games • Design questions and answers to their own AS level paper • Complete group presentations of areas of paper one and two they are less confident in • Complete traffic light progress challenges 	<ul style="list-style-type: none"> • Group activity encourages collaboration and team building skills • Questioning peers and teachers builds confidence in subject knowledge. 	<ul style="list-style-type: none"> • Complete Year 1 ALevel AQA specification examination • Paper 1 - 14th May PM • Paper 2 - 17th May PM