

Subject	Y12 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Social Science – Psychology	<p>Autumn term Approaches Topic -</p> <ol style="list-style-type: none"> 1. Explain Wundt's role in emerging psychology as a science, including the use of introspection. 2. Outline and explain behaviourism as an explanation of human behaviour. 3. Evaluate by explaining strengths and weaknesses of behaviourism. 4. Outline and evaluate social learning theory as an explanation of human behaviour, including key concepts such as mediational processes. 5. Evaluate social learning theory. 6. Outline and explain the cognitive approach, using key terminology. 7. Evaluate the cognitive approach's contributions to our understanding of human behaviour. 8. Outline and explain the biological approach as an explanation of human behaviour. 9. Evaluate the biological approach's strengths and weaknesses. 10. Identify the various branches of nervous system and explain the role that each part of the nervous system plays in our physiological processes. 11. Identify three different types of neurons (including relay, sensory and motor neurons) and explain their functions. 12. Describe the process of synaptic transmission, including the role of excitatory and inhibitory neurotransmitters. 13. Identify four glands and explain hormones released from these, including the hormone's functions. 14. Explain two physiological responses to stress, both chronic and acute stress. <p>Research Methods Y12 -</p> <ol style="list-style-type: none"> 15. Outline and explain 5 ways that researchers conduct investigations and the scientific processes that accompany them. 16. Outline and evaluate types of validity and reliability. 17. Outline and explain the significance of extraneous variables in psychological research. 18. Explain and apply knowledge of ethical guidelines as set by the BPS. 19. Outline and explain how to carry out a range of data handling techniques (types of data, 	<ul style="list-style-type: none"> • All students have been given booklets for each topic they study. These booklets contain all knowledge needed to succeed in the Psychology curriculum. Students take these booklets home every lesson and you may ask your child to explain any of the core knowledge statements to you, using the booklets as reference to test them. • The core knowledge for the Approaches topic is found in the green "Approaches in Psychology" booklet. • The core knowledge for the Biopsychology topic will be found in the pink "Biopsychology Year 1" booklet. • The core knowledge for the Psychopathology topic can be found in the peach "Psychopathology" booklet. • The core knowledge for Research Methods can be found in the blue "Research Methods Year 1" booklet. • The core knowledge for the Memory topic can be found in the cream "Memory" booklet. • The core knowledge for the Attachment topic can be found in the lilac "Attachment" booklet. • The core knowledge for the Social Influence topic can be found in the yellow "Social Influence" booklet. • If your child cannot confidently explain a core knowledge statement to you, then they should use their booklet to create revision aids for this gap in their knowledge. These could include making flash cards, mind maps and knowledge organisers. • If students would prefer to complete past paper questions,

	<p>measures of central tendency and dispersion, graphs, and charts).</p> <ol style="list-style-type: none"> 20. Outline and evaluate methods of analysis, including normal distributions, correlation coefficient. 21. Outline and explain a range of statistical tests used in analysis commonly used by researchers. 22. Outline and evaluate the use of a Sign test when assessing statistical significance. <p>Autumn/Spring Psychopathology -</p> <ol style="list-style-type: none"> 23. Outline and explain four definitions of abnormality. 24. Identify behavioural, emotional and cognitive characteristics of OCD, depression and phobias. 25. Use behaviourist ideas, such as classical and operant conditioning, to explain and evaluate the potential causes of phobias. 26. Explain how behaviourist treatments are used for phobias and can explain strengths and weaknesses of these methods. 27. Use cognitive concepts to explain the potential origins of depression (Beck's negative triad and Ellis' ABC model) and can evaluate these theoretical models. 28. Explain the use of CBT in depression and can evaluate this treatment. 29. Use biological explanations of OCD, including genetics and neural explanations, and can evaluate these theories. 30. Explain how drug treatments work within the brain to reduce symptoms of OCD. <p>Memory -</p> <ol style="list-style-type: none"> 31. Outline, explain, and evaluate the Working Memory Model of memory. 32. Outline, explain, and evaluate the Multi Store Model of memory. 33. Can outline and explain the associated aspects of coding, capacity, and duration in each memory store/model. 34. Can outline and explain the factors that cause forgetting – cue, context, state dependent retrieval and proactive and retroactive interference. 35. Can outline and understand the significance of misleading information and anxiety in the creation of false memories, and how these things might be controlled. 	<p>then they can easily access some of these from their class psychology "Team." You will be able to find these past papers within the "Files" section under the folder "Past Papers."</p> <ul style="list-style-type: none"> • YouTube can be a fantastic resource to learn more and consolidate knowledge. The following link is to "Psych Boost" which provides many different videos all tailored to the A level Psychology course to help further your child's core knowledge. https://www.youtube.com/@PsychBoost • The following website acts as a revision guide for AQA Psychology A-Level topics. It includes straightforward study notes and summaries of the relevant theories and studies, past papers, and mark schemes with example answers. https://www.simplypsychology.org/a-level-psychology.html • Your child's teacher is always their best resource and so please encourage your child to seek extra support where appropriate. We have an open-door policy for all of our students.
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Summer Term**Attachment -**

36. Outline and evaluate caregiver/infant interactions in the context of stages of attachment.
37. Outline and explain the role of the father in attachment.
38. Outline and evaluate the use of animal studies in research on attachment.
39. Outline and explain Bowlby's theory of monotropy.
40. Outline and explain Bowlby's theory of maternal deprivation.
41. Outline and explain how attachment in infancy can impact on adult relationships.

Social Influence -

42. Identify types of conformity including compliance, internalisation and identification.
43. Identify explanations of conformity including informational and normative social influence.
44. Explain and evaluate research into conformity to social roles i.e. Zimbardo.
45. Describe and evaluate key research into obedience i.e. Milgram.
46. Identify and evaluate situational, dispositional and social-psychological factors that affect obedience.
47. Identify, explain and evaluate two reasons for resistance to social influence, including social support and locus of control.
48. Explain the role of consistency, commitment and flexibility in minority influence.
49. Explain psychological processes in social change.