

# A Level Psychology Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 12</b>	<b>Social influence</b> <ul style="list-style-type: none"> <li>Types of conformity</li> <li>Conformity to social roles</li> <li>Explanations for obedience</li> <li>Explanations for resistance to social influence</li> <li>Minority influence</li> <li>Social influence in creating social change</li> </ul>	<b>Memory</b> <ul style="list-style-type: none"> <li>Multi-store memory</li> <li>Types of long term memory</li> <li>Working memory model</li> <li>Explanations for forgetting</li> <li>Factors affecting eyewitness testimonies</li> <li>Improving the accuracy of eyewitness testimonies</li> </ul>	<b>Attachment</b> <ul style="list-style-type: none"> <li>Caregiver-infant interactions in humans</li> <li>Animal studies of attachment</li> <li>Explanations of attachment</li> <li>Ainsworth's 'Strange Situation'</li> <li>Bowlby's theory of maternal deprivation</li> <li>The influence of early attachment on childhood and adult relationships</li> </ul>	<b>Psychopathology</b> <ul style="list-style-type: none"> <li>Definitions of abnormality</li> <li>The behavioural, emotional and cognitive characteristics of phobias, depression and OCD</li> <li>The behavioural approach to explaining and treating phobias</li> <li>The cognitive approach to explaining and treating depression</li> <li>The biological approach to explaining and treating OCD</li> </ul>	<b>Approaches</b> <ul style="list-style-type: none"> <li>Learning approach (behaviourist and social learning)</li> <li>Cognitive approach</li> <li>Biological approach</li> <li>Psychodynamic approach</li> <li>Humanistic approach</li> <li>Comparison of approaches</li> </ul>	<b>Biopsychology</b> <ul style="list-style-type: none"> <li>The divisions of the nervous system</li> <li>The structure and function of sensory, relay and motor neurons</li> <li>The function of the endocrine system</li> <li>The fight or flight response including the role of adrenaline</li> <li>Localisation of function in the brain and hemispheric lateralisation</li> <li>Ways of studying the brain</li> <li>Biological rhythms</li> </ul>
<b>Year 13</b>	<b>Research methods</b> <ul style="list-style-type: none"> <li>Various types of methods used to research</li> <li>Scientific processes</li> <li>Data handling and analysis</li> <li>Inferential testing</li> </ul>	<b>Issues and debates</b> <ul style="list-style-type: none"> <li>Gender and culture in Psychology</li> <li>Free will and determinism</li> <li>The nature-nurture debate</li> <li>Holism and reductionism</li> <li>Idiographic and nomothetic approaches to psychological investigation</li> <li>Ethical implications of research studies and theory</li> </ul> <b>Relationships</b> <ul style="list-style-type: none"> <li>The evolutionary explanations for partner preferences</li> <li>Theories of romantic relationships</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Virtual relationships in social media</li> <li>Parasocial relationships</li> </ul> <b>Schizophrenia</b> <ul style="list-style-type: none"> <li>Classification of schizophrenia</li> <li>Biological explanations for schizophrenia</li> <li>Psychological explanations for schizophrenia</li> <li>Drug therapy</li> <li>Cognitive behaviour therapy and family therapy</li> <li>The importance of an interactionist approach in explaining and treating schizophrenia</li> </ul>	<b>Forensic psychology</b> <ul style="list-style-type: none"> <li>Offender profiling</li> <li>Biological explanations of offending behaviour</li> <li>Psychological explanations of offending behaviour</li> <li>Dealing with offending behaviour</li> </ul>	<b>Revision</b>	<b>Revision</b>