

In Malbank School's Social Science department we will develop analytical, empathetic and critical thinkers, giving students opportunities to learn about the causes and motivations behind human behaviour and the consequences, therapies and treatments for when behaviours go wrong. We intend on enabling students to become effective communicators and positive contributors to our local community and society as a whole. Psychologists, in particular, should develop a passion for learning, a problem-solving ability and a solid ethical core which enables them to have a sensitivity towards all individuals, irrespective of gender, class or culture.

Key Stage 5 – Year 12 and 13


Psychology - Edexcel


	<u>Term 1</u> Cognitive and Social Approaches Simultaneous delivery for shared classes	<u>Term 2</u> Biological and Learning Approaches Simultaneous delivery for shared classes	<u>Term 3</u> Psychological Skills; Contributions and Other Issues	<u>Term 4</u> Criminal Psychology	<u>Term 5</u> Clinical Psychology	<u>Term 6a</u> Psychological Skills; Debates
Why has this module been selected for study?	Compulsory approaches on Paper 1	Compulsory approaches on Paper 1	Compulsory questions on Paper 3	Optional application on Paper 2	Compulsory and synoptic on Paper 2	Compulsory and synoptic on Paper 3
Why are these approaches being studied at this point in the students' KS5	These two approaches are the most accessible, tangible and least theoretical of the 4 approaches	Still foundations of psychology but are a little more abstract so require some understanding of concepts and terminology	Introduction to the idea of synopsis – uses all previous knowledge to address issues and debates. Gives students an indication of how they need to be	Builds on Cognitive, Social, Biological and Learning approaches by applying them to criminal psychology.	This is an application that requires previous knowledge to be embedded before applied in more depth to schizophrenia and depression.	It requires previous knowledge to be embedded. Longest essay, most skilfully demanding questions so needs to be the last area to be covered.

<p>learning journey?</p>		<p>introduced previously.</p>	<p>using the remaining knowledge.</p>			
<p>What will students learn?</p> 	<p>Social Theories of obedience, including agency theory and social impact theory. Factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture. Prejudice Explanations and research into prejudice, Factors affecting prejudice (and discrimination), including individual</p>	<p>Biological The central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission. The effect of recreational drugs on the transmission process. The structure of the brain, different brain areas and brain functioning as an explanation of aggression as a human behaviour. The role of evolution and natural selection to explain human behaviour, including aggression.</p>	<p>Contributions to Society Students will understand how different approaches have explained real life behaviour and changed our world.</p> <p>Social Control Looking at the extent to which psychological knowledge can be used to control human behaviour.</p> <p>Culture and gender Issues Students will understand, and appreciate, cross-cultural variation and similarity in behaviour.</p>	<p>Criminal Application Biological explanations. Social explanations, including labelling, self-fulfilling prophecy. Cognitive interview and ethical interview techniques. The use of psychological. SST - cognitive-behavioural treatment. One biological treatment, e.g. improved diet, hormone treatment. Factors influencing eye-witness testimony, Factors influencing jury decision-making.</p>	<p>Clinical Application Diagnosis of mental disorders. Classification systems (DSM IVR or DSM V, and ICD). Description of, symptoms and features of Schizophrenia. The function of neurotransmitters as an explanation. Genetics as another biological explanation. Social explanation of schizophrenia. Drug therapy and Social therapy. Description of symptoms and features of Unipolar depression. Neurotransmitters as an explanation</p>	<p>Is Psychology a Science The debate about whether researching human and non-human samples can be as objective etc. as the natural sciences.</p> <p>Nature v Nurture Students will understand aspects of behaviour that can be best explained by our biology and by our interaction with the environment. This enables students to understand why some treatments and therapies for problematic behaviour work and others don't</p>

	<p>differences (personality), situation and culture.</p> <p>Cognitive Theories of memory. Explanation of long-term memory – episodic and semantic memory Memory can be affected by individual differences in processing speed or by schemas that guide the reconstructive nature of memory. Autobiographical memory is by nature individual. Developmental psychology in</p>	<p>Biological explanation of aggression. Freud’s psychodynamic explanation. The role of hormones to explain human behaviour such as aggression.</p> <p>Learning Theory Classical conditioning, including extinction, spontaneous recovery and stimulus generalisation and Pavlov (1927) experiment. Operant conditioning Behaviour modification, including ‘shaping’ behaviour. Social learning theory. Bandura (1961, 1963) original Bobo doll experiments. Bandura (1965) Bobo</p>	<p>They will understand how errors in research might lead to misunderstandings in cultural differences.</p> <p>Changes over Time An understanding of how psychological understanding has developed over time.</p> <p>Socially Sensitive research Issues related to socially-sensitive research.</p>		<p>and Cognitive theory. Drug therapy and CBT. Cultural effects. Rosenhan (1973) classical study On being sane in insane places. One contemporary study on schizophrenia Carlsson et al. (2000) Network interactions in schizophrenia – therapeutic implications Contemporary study. Williams et al. (2013) Combining imagination and reason in the treatment of depression: a randomised control trial of internet based cognitive bias modification and internet-CBT for depression Contemporary</p>	<p>Reductionism v Holism Debating how far explanations of human behaviour can be reduced to simple, component parts or whether the whole is greater than the sum of its parts.</p> <p>Nature v Nurture The role of both nature and nurture in psychology.</p> <p>Synoptic Review Synoptic Review of classic studies.</p>
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	<p>memory, including at least one of these: Dyslexia affects children's memory, span and working memory which can affect their learning. The impact of Alzheimer's on older people and the effects on their memory. Ethical consideration of research on human participants.</p>	<p>doll experiment with vicarious reinforcement. How learning theories explain the acquisition and maintenance of phobias. Treatments for phobias based on theories of learning Theory. Ethical concerns of animal research.</p>			<p>study on Depression.</p>	
<p>Why do we want students to learn this?</p>	<p>Compulsory topics but useful to understand how our behaviour is affected by others around us and to</p>	<p>Compulsory topics but useful to understand how our behaviour can be affected by our biology, the interaction between that and</p>	<p>This paper encourages students to think critically and synoptically to enable them to 'think like</p>	<p>As an 'application' paper, this element enables students to see what a practicing psychologist might do. It</p>		

	<p>understand how our brains process information – it will help to understand how we learn best.</p>	<p>our environment. Also, the importance role models on our behaviour.</p>	<p>psychologists’, to be analytical.</p> <p>Students develop the skill of reviewing research; identifying practical and ethical problems and how to improve them which encourages to think critically about published research.</p>	<p>familiarises them with practitioner’s codes of practice e.g. ‘HCPC’ and gives them an insight into the types of behaviour psychologist work with and how the types of treatment they will design and implement.</p>		
<p>What character skills will students develop?</p> 	<p>Resilience working through inferential statistical tests. Leadership, communication and Intuition skills in small groups in the design of research.</p>	<p>Resilience working through inferential statistical tests. Leadership, communication and Intuition skills in small groups in the design of research. An understanding of how anti-social behaviour may sometimes be</p>	<p>Empathy and understanding of others’ attitudes and behaviours across the world. To develop a tolerance of those with disorders and differences. Rational, analytical and lateral thinking skills are developed in this paper.</p>	<p>An understanding of how anti-social behaviour may sometimes be beyond the control of the individual.</p>	<p>An understanding of how mental health issues such as schizophrenia and depression, and related behaviour, may sometimes be beyond the control of the individual. Understand how our perceptions of mental health</p>	<p>Empathy and understanding of others’ attitudes and behaviours across the world. To develop a tolerance of those with disorders and differences. Rational, analytical and lateral thinking skills are developed in this paper.</p>

		beyond the control of the individual.			are socially constructed and often negative.	
What practical skills will students develop? 	How to conduct psychological research using experiments and surveys. How to analyse quantitative and qualitative results. How to plot and interpret bar charts.	How to conduct psychological research using observations and correlations. How to analyse quantitative data. How to draw and interpret scattergrams.		Students have an insight into and are encouraged to design a 'Case Study'. Practical restrictions mean that these are not done on criminal cases, however.	Students learn how to design and use a Content Analysis in order to analyse secondary material.	
How are students assessed on this unit?	Paper 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Paper 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Paper 3 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Paper 2 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Paper 2 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Paper 3 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3