

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 vocabulary	Procedural Knowledge (To know how...)
Social Influence	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. Explanations for conformity. 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, nAffiliators, two process theory, compliance, identification, internalisation,	Students will be expected to know how to: <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues • apply psychological knowledge and understanding of the content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through • designing research • conducting research • analysing and interpreting data.
		2. Conformity to social roles as investigated by Zimbardo.	De-individuation, the Lucifer effect, social roles, stereotypes, dispositional, social identity theory,	
		3. Explanations for obedience. Situational variables affecting 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,	
		4. 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	
		5. 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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Memory	Memory is the ability to take in information, store it, and recall it at a later time.	1. The multi-store model of memory: sensory register, short-term memory and long-term memory.	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>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues • apply psychological knowledge and understanding of the content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through • designing research • conducting research • analysing and interpreting data.
		2. Types of long-term memory: episodic, semantic, procedural.	Episodic, semantic, procedural, declarative, non-declarative neuroimaging.	
		3. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.	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,	
		4. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.	Proactive and retroactive interference, retrieval failure, cues, cued recall test. Encoding specificity principle, context dependent, state dependent,	
		5. Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.	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,	
		6. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.	Cognitive interview, enhanced cognitive interview, standard police interview,	

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Attachment	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="577 169 1155 376">1. Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. <li data-bbox="577 376 1155 464">2. Animal studies of attachment: Lorenz and Harlow. <li data-bbox="577 464 1155 703">3. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. <li data-bbox="577 703 1155 855">4. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. <li data-bbox="577 855 1155 975">5. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. <li data-bbox="577 975 1155 1080">6. The influence of early attachment on childhood and adult relationships, including the role of an internal working model. 	<p data-bbox="1178 169 1615 376">Attachment, caregiver-infant interactions, reciprocity, interactional synchrony, multiple attachments, primary carer, secondary attachment, oestrogen, socially sensitive, separation anxiety, stranger anxiety, asocial, indiscriminate, discriminate, secondary attachment,</p> <p data-bbox="1178 376 1615 464">Imprinting, ethologist, critical period, sexual imprinting, contact comfort, maternal deprivation, sensitive period.</p> <p data-bbox="1178 464 1615 703">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="1178 703 1615 855">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="1178 855 1615 975">Separation deprivation, privation, affectionless psychopathy, orphan studies, institutionalisation, disinhibited attachment, mental retardation,</p> <p data-bbox="1178 975 1615 1080">Childhood relationships, adult relationships, internal working models, continuity</p>	<p data-bbox="1637 201 1928 225">Students will be expected to:</p> <ul style="list-style-type: none"> <li data-bbox="1637 233 1995 376">• demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues <li data-bbox="1637 384 1995 464">• apply psychological knowledge and understanding of the content in a range of contexts <li data-bbox="1637 472 1995 584">• analyse, interpret and evaluate psychological concepts, theories, research studies and research methods <li data-bbox="1637 592 1995 703">• evaluate therapies and treatments including in terms of their appropriateness and effectiveness. <li data-bbox="1637 711 1995 823">• Knowledge and understanding of research methods, practical research skills and mathematical skills through <li data-bbox="1637 831 1861 855">• designing research <li data-bbox="1637 863 1883 887">• conducting research <li data-bbox="1637 895 1995 919">• analysing and interpreting data.

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Psychopathology	Psychopathology is the scientific study of mental /psychological disorders. The Psychopathology Topic considers different explanations for various psychological disorders (e.g. depression, phobias and obsessive compulsive disorder), including biological, psychological and social explanations.	1. Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.	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"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues • apply psychological knowledge and understanding of the content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through <ul style="list-style-type: none"> • designing research • conducting research • analysing and interpreting data.
		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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Research methodology	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"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues • apply psychological knowledge and understanding of the content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through • designing research • conducting research • analysing and interpreting data.
		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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Approaches	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.	<ol style="list-style-type: none"> 1. Origins of Psychology, Wundt and introspection and the emergence of psychology as a science 2. Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning ii) social learning theory 3. 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. The emergence of cognitive neuroscience. 4. The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. 5. The psychodynamic approach: the role of the unconscious, the structure of personality, defence mechanisms, psychosexual stages. 6. Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. 7. Comparison of approaches. 	<p>Introspection, structuralism, science, Cartesian dualism, experimental philosophy, survival of the fittest, empiricism.</p> <p>Reinforcement, punishment, token economy systems, mechanistic, environmental determinism, free will, SLT, role models, identification, mediational processes, modelling, vicarious reinforcement, reciprocal determinism.</p> <p>Cognitive approach, internal mental processes, inference, schema, cognitive neuroscience, Broca's area, prefrontal cortex, information processing approach, AI, machine reductionism, soft determinism, interactionist,</p> <p>Biological approach, genes, biological structure, neurochemistry, genotype, phenotype, MZ, DZ, concordance rate, PKU, natural selection, causal conclusion,</p> <p>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,</p> <p>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</p> <p>Idiographic, nomothetic</p>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues • apply psychological knowledge and understanding of the content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through • designing research • conducting research • analysing and interpreting data.

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Issues and debates	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	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues • apply psychological knowledge and understanding of the content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Knowledge and understanding of research methods, practical research skills and mathematical skills through • designing research • conducting research • analysing and interpreting data.
		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	