

Curriculum Intent

The Psychology curriculum at our school is designed to ignite a curiosity for human behaviour and mental processes, guiding students to explore the scientific study of the mind and its influence on everyday life. Through the AQA-accredited GCSE and A-Level courses, we aim to nurture critical and independent thinkers who can evaluate psychological theories, examine evidence and apply concepts to real-world scenarios.

Our curriculum places strong emphasis on research methods, ethical considerations and scientific enquiry, equipping students with the skills to investigate psychological phenomena rigorously and responsibly. By studying topics such as memory, social influence, mental health, and development at GCSE level, students gain foundational knowledge while developing transferable skills in analysis, reasoning and communication. A-Level Psychology builds on this foundation with deeper explorations of cognitive, biological, social and developmental approaches, as well as optional topics including schizophrenia, relationships and forensic psychology. At this level, students are encouraged to engage in synoptic learning, critical debate and detailed written evaluation, preparing them for university-level study and professional pathways in psychology, education, healthcare and beyond.

At the heart of our curriculum are the values of inclusivity, curiosity and integrity. We strive to ensure that all students are supported and challenged, regardless of their starting point, and that they develop a thoughtful appreciation for diversity and individual differences. We promote a classroom culture of questioning and investigation, where psychological science is not just studied but actively explored and applied. Ethical awareness underpins everything we do, reflecting the responsibility psychologists hold in interpreting and influencing human lives.

Ultimately, our psychology curriculum seeks to inspire students to understand themselves and others better, to think deeply and empathetically, and to leave our school equipped with both the knowledge and character to thrive in a complex, ever-changing world.

Year	"Evaluating and Knowledge" What pupils will 'know'.	"Skills" What pupils will be able to 'do'.	Assessment Criteria. How pupils will make progress
10	Cognition and Behaviour		
	Memory In the memory unit, students explore how information is encoded, stored and retrieved. They study the distinction between short-term and long-term memory and how each system operates. Students examine key models such as the multi-store model and reconstructive memory, understanding how these frameworks explain memory processes and errors. Through studies like those of Bartlett and Murdock, learners investigate factors that affect memory accuracy, including interference, context and false memories. This topic encourages reflection on how memory works in real-life situations and how it can be both reliable and fallible. Perception This topic introduces students to the difference between sensation and	Students should be able to: - Describe and explain memory models, such as the multi-store model - Compare short-term and long-term memory functions and features - Apply understanding to everyday situations (e.g. eyewitness accounts) - Evaluate the strengths and limitations of memory studies like Bartlett and Murdock - Use terminology accurately when writing extended answers - Analyse factors that influence the reliability of memory recall	Formative Assessment - Regular low-stakes quizzes on core concepts and terminology - Retrieval practice using carousel questioning (students rotate through stations or tasks focused on different aspects of a topic) - Use of mini whiteboards for spontaneous questioning and peer feedback - Annotated responses to short-answer questions with teacher guidance - Self-assessed tasks using scaffolding tools: vocabulary banks, exemplar answers, and AO-marked frameworks - Paired discussions and exit tickets to encourage verbal reflection and active recall Summative Assessment

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	perception, focusing on how the brain interprets sensory information. They learn about visual cues, constancies and optical illusions that challenge our understanding of reality. Theories of perception, particularly those proposed by Gregory and Gibson, offer contrasting explanations of how we interpret the world around us. Students investigate how factors such as motivation, emotion and culture can influence perception, and they explore key studies that highlight how perception varies among individuals and contexts. Development Students delve into how cognitive processes evolve from childhood through adolescence. They examine early brain development and the contribution of theorists like Piaget, whose stages of cognitive development provide insight into how thinking and reasoning change over time. The topic also covers mindset theory and the role of praise in learning, encouraging students to consider how psychological ideas apply in educational settings. Through application and evaluation, learners reflect on their own learning styles and developmental	Perception Students should be able to: • Explain the difference between sensation and perception • Identify and describe visual cues, illusions and perceptual constancies • Apply theories (Gregory vs Gibson) to scenarios involving perceptual interpretation • Discuss cultural and emotional influences on perception • Evaluate research studies and theories critically • Interpret and analyse diagrams and images related to perceptual processes Development Students should be able to: • Describe stages of cognitive development according to Piaget • Apply psychological concepts to educational practice (e.g. use of praise, mindset) • Explain the role of schemas and brain maturation in learning • Analyse and evaluate theories related to learning and development	• End-of-topic tests using past paper-style questions (multiple-choice, application, and extended responses) • Structured homework essays using AO-focused mark schemes • Research methods-based activities including graph interpretation and basic statistical analysis • Carousel-based revision sessions for pre-assessment consolidation (e.g., stations on theory recall, application practice, AO3 evaluation drills) • Formal assessment folders with marked and levelled work linked to feedback loops Year 10 Mock Exams • Full-length Paper 1 mock under timed exam conditions (topics: memory, perception, development, research methods) • AO1, AO2, and AO3 skill focus with breakdown of marks and feedback per assessment objective • Reflection tasks: pupils complete “What Went Well / Even Better If” sheets and action plans post-marking • Carousel marking and analysis: pupils rotate through feedback stations—exam rubric review, common

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	journey, connecting theory to their personal experiences. Research Methods A foundational component of the course, research methods equip students with the tools to understand and evaluate psychological investigations. They learn how to formulate hypotheses, define variables and select appropriate experimental designs. The topic covers ethical issues, sampling techniques and key concepts such as reliability and validity. Students also develop skills in data handling and interpretation, including calculating measures of central tendency and representing results using graphs and tables. This unit underpins the scientific nature of psychology and prepares students to think critically about the evidence behind psychological claims.	• Reflect on how psychological understanding can inform classroom experience • Make links between development theory and personal learning experiences Research Methods Students should be able to: • Formulate testable hypotheses and identify independent/dependent variables • Design basic psychological studies using appropriate sampling methods • Interpret numerical and visual data (e.g. tables, bar charts, pie graphs) • Understand and apply ethical considerations in psychological research • Evaluate the reliability and validity of research methods • Calculate measures of central tendency: mean, median, and mode • Use psychological terminology when analysing and explaining data	misconceptions, exemplar decoding, and improvement writing • Data used to inform intervention strategies and track progress across cohorts

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
11	Social Context and Behaviour		
	Social Influence Students explore how behaviour is shaped by the presence and expectations of others. They study the concepts of conformity and obedience, including classic experiments such as Asch’s conformity study and Milgram’s obedience research, both of which provide insight into how people respond to group pressure and authority figures. The topic includes a focus on how situational, individual, and cultural factors influence behaviour within crowds and social groups. Learners also analyse concepts such as pro-social and anti-social behaviour, making connections to real-world events and evaluating the reliability and ethical considerations of influential studies.	Social Influence Students should be able to: • Define and distinguish between key concepts: conformity, obedience, social norms • Apply findings from classic studies (e.g. Asch, Milgram) to real-life scenarios • Analyse the effects of situational and dispositional factors on behaviour in groups • Evaluate psychological studies based on ethical considerations and methodological strength • Explain how crowd behaviour can become either pro-social or anti-social • Construct extended written responses using case study examples and evaluative commentary	Formative Assessment • Regular low-stakes quizzes on core concepts and terminology • Retrieval practice using carousel questioning (students rotate through stations or tasks focused on different aspects of a topic) • Use of mini whiteboards for spontaneous questioning and peer feedback • Annotated responses to short-answer questions with teacher guidance • Self-assessed tasks using scaffolding tools: vocabulary banks, exemplar answers, and AO-marked frameworks

Language, Thought and Communication This topic investigates the intricate links between cognition and communication. Students compare Piaget’s view that language develops through cognitive growth with the Sapir-Whorf hypothesis, which suggests that language shapes thought itself. They examine key differences between human and animal communication, with emphasis on how language enables abstract reasoning. A major strand of this topic is non-verbal communication, where students explore how eye contact, gestures, and personal space vary across cultures and contexts. These concepts are applied to everyday interactions, and students evaluate the effectiveness and universality of various communicative behaviours and theories. Brain and Neuropsychology Students delve into the biological basis of behaviour, beginning with an overview of the structure and function of the nervous system and major areas of the brain. The fight or flight response is studied as a key example of how biology drives rapid reactions to perceived threats. Learners gain an understanding of neurons, synapses, and neurotransmitters, exploring how	Language, Thought and Communication Students should be able to: • Compare and critique contrasting theories of language development and thought (e.g. Piaget vs Sapir-Whorf) • Describe and identify features of human versus animal communication • Analyse types of non-verbal communication and explain their functions • Discuss how culture and context influence communication patterns • Evaluate the validity and applicability of research evidence in this field • Use psychological terminology in structured responses, diagrams, and comparisons	• Paired discussions and exit tickets to encourage verbal reflection and active recall Summative Assessment • End-of-topic tests using past paper-style questions (multiple-choice, application, and extended responses) • Structured homework essays using AO-focused mark schemes • Research methods-based activities including graph interpretation and basic statistical analysis • Carousel-based revision sessions for pre-assessment consolidation (e.g., stations on theory recall, application practice, AO3 evaluation drills) • Formal assessment folders with marked and levelled work linked to feedback loops Year 11 Mock Exams • Full-length Paper 1 and 2 mock under timed exam conditions • AO1, AO2, and AO3 skill focus with breakdown of marks and feedback per assessment objective • Reflection tasks: pupils complete “What Went Well / Even Better If” sheets and action plans post-marking • Carousel marking and analysis: pupils rotate through feedback stations—exam rubric review, common
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	messages are transmitted in the brain. Case studies, such as Phineas Gage, are used to highlight the role of different brain regions in behaviour and personality. Students are introduced to localisation of function and how damage or stimulation of areas affects behaviour, laying groundwork for appreciation of modern neuropsychological research. Psychological Problems In this topic, students investigate the nature and impact of mental health difficulties with a focus on depression and addiction. They explore biological and psychological explanations for these conditions, including the roles of neurotransmitters, genetics, and cognitive distortions. Treatments such as drug therapy and Cognitive Behavioural Therapy (CBT) are analysed in terms of effectiveness and ethical considerations. Learners examine the broader implications of mental illness, including its effects on individuals and society, barriers to treatment, and changing attitudes toward mental health. This unit helps students connect psychology to	Brain and Neuropsychology Students should be able to: • Label key parts of the brain and describe their functions • Explain the fight or flight response and link it to neurological processes • Describe synaptic transmission and the role of neurotransmitters • Apply biological concepts to case studies like Phineas Gage and interpret findings • Evaluate the role of localisation of function in understanding behaviour • Use diagrams and data presentation effectively to support written analysis	misconceptions, exemplar decoding, and improvement writing • Data used to inform intervention strategies and track progress across cohorts

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	public health issues and encourages empathy and critical thinking around mental well-being.	Psychological Problems Students should be able to: • Describe symptoms and diagnostic features of depression and addiction • Compare biological and psychological explanations for mental health conditions • Apply understanding of treatments (e.g. drug therapy, CBT) to patient scenarios • Evaluate the strengths, limitations and ethics of different treatment methods • Discuss the social impact of mental illness and barriers to recovery • Use structured frameworks to write persuasive, analytical responses about mental health topics	

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
12	Approaches, Attachment, Social Influence, Memory, Research Methods, Clinical Psychology and Biopsychology		
	Approaches 1. Behaviourist Approach - Assumes all behaviour is learned from the environment through conditioning. - Covers classical conditioning (Pavlov) and operant conditioning (Skinner). - Emphasises observable behaviour and rejects internal mental processes. - Uses controlled lab experiments and often extrapolates findings from animal studies. - Key concepts: stimulus-response links, reinforcement, punishment, extinction.	Behaviourist Approach Students should be able to: - Describe classical and operant conditioning using key studies (e.g. Pavlov, Skinner) - Apply conditioning principles to real-life behaviours (e.g. phobias, addiction) - Analyse the role of reinforcement and punishment in shaping behaviour - Evaluate the approach’s scientific credibility, use of animal research, and limitations (e.g. reductionism, environmental determinism)	AO1 – Knowledge & Understanding - Low-stakes quizzes on assumptions of each approach - Flashcard tasks for key figures and terminology (e.g. Pavlov, Freud, schema, congruence) - Timeline activity: emergence of psychology as a science - Think-pair-share: comparing behaviourist and cognitive assumptions - Specification checklist for approach features and contributions AO2 – Application to Scenarios - Stimulus-response tasks: match behaviour to approach

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	2. Social Learning Theory (SLT) - Builds on behaviourism but adds a cognitive dimension. - Proposes that behaviour is learned through observation, imitation, and vicarious reinforcement. - Introduces mediational processes: attention, retention, reproduction, motivation. - Key study: Bandura’s Bobo doll experiment. - Highlights the role of identification with role models. 3. Cognitive Approach - Focuses on internal mental processes like perception, memory, and decision-making. - Uses models (e.g. the information-processing model) and computer analogies. - Introduces schemas as mental frameworks for understanding the world. - Employs experimental methods and cognitive neuroscience (e.g. brain scans).	Social Learning Theory (SLT) Students should be able to: - Explain how behaviour is learned through observation, imitation, and vicarious reinforcement - Apply SLT to examples of aggression, gender roles, or media influence - Describe and evaluate Bandura’s Bobo doll study - Discuss the role of mediational processes and identification - Critically assess SLT’s strengths and limitations, including its cognitive elements and cultural relevance Cognitive Approach Students should be able to:	- Mini whiteboard challenges: apply classical/operant conditioning - Scenario-based MCQs on therapy or learning - Group discussion: apply humanistic principles to counselling - Quick writes: explain a phobia using two approaches AO3 – Evaluation & Analysis - AO3 grids comparing approaches (e.g. reductionism, determinism, scientific credibility) - Peer critique of evaluation paragraphs - Exit tickets: “One strength, one limitation” of an approach - Structured debates: “Is psychology a science?” - Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments - Short-answer test on key assumptions and contributors - Application paper: explaining behaviour using multiple approaches

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	- Emphasises inference from observable behaviour to understand thought processes. 4. Biological Approach - Attributes behaviour to genetics, neurochemistry, and brain structure. - Covers the role of neurotransmitters, hormones, and evolutionary psychology. - Uses scientific methods like brain imaging and twin studies. - Explains psychological traits as adaptive or inherited. - Key concepts: genotype vs phenotype, nature vs nurture. 5. Psychodynamic Approach - Founded by Sigmund Freud, focuses on the unconscious mind. - Explores the structure of personality: id, ego, superego. - Introduces defence mechanisms (e.g. repression, denial). - Discusses psychosexual stages of development.	- Describe internal mental processes and how they’re studied (e.g. inference, theoretical models) - Explain the role of schemas and cognitive distortions - Apply cognitive theories to topics like memory, perception, or mental health - Evaluate the approach’s scientific methods (e.g. lab experiments, brain scans) and limitations (e.g. machine analogy, ignoring emotion) Biological Approach Students should be able to: - Explain how genetics, neurochemistry, and brain structure influence behaviour - Describe key concepts like genotype/phenotype, evolution, and localisation of function - Apply biological explanations to mental health conditions or aggression - Evaluate the approach’s scientific rigour, determinism, and reductionism - Interpret data from twin studies, brain imaging, and neurotransmitter research Psychodynamic Approach Students should be able to: - Describe Freud’s theory of personality (id, ego, superego) and defence mechanisms - Explain the role of the unconscious and psychosexual stages - Apply psychodynamic ideas to behaviour and therapy (e.g. dream analysis, free association)	- Timed AO3 essay: “Evaluate the behaviourist approach” End-of-topic Assessments - Full-topic mock exam with AO1/AO2/AO3 balance 16-mark extended writing task: “Compare the cognitive and biological approaches” - Comparative essay: humanistic vs psychodynamic - Student self-assessment rubric aligned to progress tracker

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	- Emphasises early childhood experiences and internal conflict. 6. Humanistic Approach - Emphasises free will, personal growth, and self-actualisation. - Key figures: Carl Rogers and Abraham Maslow. - Introduces Maslow’s hierarchy of needs and congruence. - Focuses on the whole person and subjective experience. - Rejects scientific methods in favour of qualitative approaches like counselling. Students should also be able to compare and evaluate these approaches in terms of: - Determinism vs free will - Nature vs nurture - Scientific credibility - Real-world applications Attachment The Nature of Attachment	- Evaluate the approach’s historical significance, lack of falsifiability, and real-world application Humanistic Approach Students should be able to: - Explain concepts like free will, self-actualisation, congruence, and conditions of worth - Describe Maslow’s hierarchy of needs and Rogers’ person-centred therapy - Apply humanistic principles to mental health and education - Evaluate the approach’s holistic nature, rejection of scientific methods, and cultural bias Across all approaches, students should also be able to: - Compare and contrast approaches using key debates (e.g. nature vs nurture, free will vs determinism) - Write structured essays with AO1 (knowledge), AO2 (application), and AO3 (evaluation) - Use psychological terminology fluently and accurately	

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	- Definitions of attachment and its role in human development - Characteristics of caregiver-infant interactions: reciprocity and interactional synchrony - The importance of early bonds and how they form Development of Attachment Stages of attachment identified by Schaffer and Emerson - The role of the father in attachment and how it may differ from maternal roles - Cultural variations in attachment development Animal Studies of Attachment - Key research by Lorenz (imprinting in geese) and Harlow (monkeys and surrogate mothers) - Implications of animal studies for understanding human attachment - Ethical and methodological considerations Measuring Attachment Ainsworth’s Strange Situation: procedure, attachment types	Skills & Application – Attachment Topic AO1: Knowledge & Understanding Define key terms (e.g. reciprocity, monotropy, internal working model) Describe psychological theories (e.g. Bowlby’s theory, Ainsworth’s Strange Situation) Outline research studies (e.g. Harlow, Lorenz, Rutter) AO2: Application to Scenarios Apply theories to novel situations (e.g. explain a child’s behaviour using attachment types) Use psychological concepts to interpret case studies or stimulus material Identify attachment types from descriptions of caregiver-infant interactions AO3: Evaluation & Analysis Evaluate strengths and limitations of theories and studies (e.g. ethics, validity, cultural bias) Compare different explanations of attachment (e.g. Bowlby vs learning theory) Discuss implications of research findings (e.g. policy changes, child care practices) Critically analyse methodological issues (e.g. generalisability of animal studies) Exam Skills Construct coherent essays with clear argument structure	AO1 – Knowledge & Understanding - Low-stakes quizzes on caregiver-infant interactions and attachment types - Labelled diagrams of Strange Situation and Bowlby’s theory - Flashcard tasks for key terms (e.g. internal working model, monotropy, institutionalisation) - Think-pair-share: cultural variations and deprivation effects - Specification checklist for attachment stages and studies AO2 – Application to Scenarios - Stimulus-response tasks using daycare and adoption examples - Mini whiteboard challenges: identify attachment type from scenario - Scenario-based MCQs on early relationships and later outcomes - Group discussion: apply Bowlby’s theory to adult relationships - Quick writes: explain behaviour using attachment theory

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	(secure, insecure-avoidant, insecure-resistant) - Evaluation of the Strange Situation: reliability, validity, cultural bias Cultural Variations in Attachment - Meta-analyses and cross-cultural studies (e.g. Van IJzendoorn and Kroonenberg) - Differences in attachment types across countries and cultures - Concepts of imposed etic and cultural relativism Bowlby’s Theory of Attachment Monotropy, internal working model, and critical period - Evolutionary basis of attachment and its survival value - Evaluation of Bowlby’s theory: strengths, limitations, and alternative views Maternal Deprivation - Bowlby’s theory of maternal deprivation and its long-term effects	Use evidence to support points and counterpoints Integrate research methods into topic-based questions (e.g. evaluating study design) Respond to multiple-choice, short answer, and extended writing questions	AO3 – Evaluation & Analysis - AO3 grids comparing Ainsworth and Van IJzendoorn - Peer critique of cultural bias and ethics in attachment research - Exit tickets: “One strength, one limitation” of Bowlby’s theory - Structured debates: “Is attachment universal?” - Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments - Short-answer test on attachment types and Bowlby’s theory - Application paper: interpreting caregiver-infant interactions - Timed AO3 essay: “Evaluate the Strange Situation” End-of-topic Assessments - Full-topic mock exam with AO1/AO2/AO3 balance 16-mark extended writing task: “Discuss the influence of early attachment on later relationships” - Comparative essay: Bowlby vs Ainsworth

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	- Study of 44 juvenile thieves and links to affectionless psychopathy - Criticisms and alternative explanations (e.g. privation vs deprivation) Institutionalisation - Effects of institutional care on attachment and development - Key studies: Rutter’s Romanian orphan research - Long-term outcomes: disinhibited attachment, cognitive and emotional development Social Influence Conformity Types of conformity: compliance, identification, internalisation Explanations for conformity: normative social influence (NSI) and informational social influence (ISI) Asch’s research: procedure, findings, and variables affecting	Skills & Application – Social Influence Topic AO1: Knowledge & Understanding	- Student self-assessment rubric aligned to progress tracker - Verbal presentation or infographic: effects of institutionalisation AO1 – Knowledge & Understanding - Low-stakes quizzes on types of conformity, obedience, and minority influence

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	conformity (group size, unanimity, task difficulty) - Evaluation of Asch’s study: ethics, validity, cultural relevance Obedience Milgram’s study: procedure, findings, and conclusions Situational variables affecting obedience: proximity, location, uniform Explanations for obedience: agentic state, legitimacy of authority - Evaluation of Milgram’s work: ethics, methodological strengths/weaknesses Resistance to Social Influence Social support: how the presence of others can help resist pressure Locus of control: internal vs external and its role in resistance - Application to real-life scenarios (e.g. whistleblowing, peer pressure) Minority Influence Key processes: consistency, commitment, flexibility	Define key concepts (e.g. conformity, obedience, minority influence) Describe classic studies (e.g. Asch, Milgram, Moscovici) Outline explanations for behaviours (e.g. NSI, ISI, agentic state) AO2: Application to Scenarios Apply psychological theories to real-life or hypothetical situations (e.g. explaining peer pressure or whistleblowing) Interpret stimulus material using relevant psychological concepts Identify types of influence from case studies or descriptions AO3: Evaluation & Analysis Evaluate strengths and limitations of studies and theories (e.g. ethics, ecological validity, cultural bias) Compare different explanations (e.g. NSI vs ISI, situational vs dispositional factors) Discuss implications of research (e.g. how Milgram’s findings inform authority structures) Critically analyse methodological issues (e.g. demand characteristics in Zimbardo’s study) Exam Skills Construct well-structured essays with clear arguments and counterarguments Use evidence to support evaluation points Integrate research methods into topic-based questions (e.g. evaluating study design or sampling) Respond effectively to multiple-choice, short answer, and extended writing questions	- Diagram annotation: Asch’s variables, Milgram’s setup - Flashcard tasks for key terms (e.g. NSI, ISI, agentic state, locus of control) - Think-pair-share: explanations for resistance and social change - Specification checklist for self-auditing topic coverage AO2 – Application to Scenarios - Stimulus-response tasks using peer pressure and whistleblowing examples - Mini whiteboard challenges: identify influence type from scenario - Scenario-based MCQs testing application of conformity and obedience theories - Group discussion: apply social support to real-life resistance - Quick writes: explain behaviour using NSI or agentic state AO3 – Evaluation & Analysis - AO3 grids comparing Asch, Milgram, and Zimbardo - Peer critique of paragraphs evaluating ethics and validity

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	• Moscovici’s study: procedure and findings • Evaluation and real-world relevance (e.g. civil rights movements) Social Change • How minority influence leads to social change • Steps in the process: drawing attention, consistency, deeper processing, augmentation principle, snowball effect, social cryptomnesia • Role of obedience and conformity in social change Memory Models of Memory		• Exit tickets: “One strength, one limitation” of a study or theory • Structured debates: e.g. “Is obedience always unethical?” • Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on conformity types and obedience explanations • Application paper: interpreting stimulus material on resistance • Timed AO3 essay: “Evaluate Milgram’s study of obedience” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: “Discuss explanations for conformity” • Comparative essay: NSI vs ISI • Student self-assessment rubric aligned to progress tracker • Verbal presentation or infographic: minority influence and social change

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	• Multi-Store Model (MSM): structure and processes (sensory register, STM, LTM; attention, rehearsal) • Working Memory Model (WMM): central executive, phonological loop, visuospatial sketchpad, episodic buffer Explanations for Forgetting • Interference theory: proactive and retroactive • Retrieval failure: context-dependent and state-dependent forgetting Eyewitness Testimony (EWT) • Misleading information: leading questions, post-event discussion • Anxiety and EWT: weapon focus effect, Yerkes-Dodson Law Improving EWT Accuracy • Cognitive Interview: techniques and evaluation	Skills & Application – Memory Topic AO1: Knowledge & Understanding • Define key terms (e.g. rehearsal, encoding, retrieval failure) • Describe the structure and processes of the Multi-Store Model and Working Memory Model • Outline explanations for forgetting (interference and retrieval failure) • Summarise key studies (e.g. Baddeley & Godden, Loftus & Palmer, Johnson & Scott) AO2: Application to Scenarios • Apply memory models to real-life or hypothetical situations (e.g. explaining multitasking using WMM) • Interpret stimulus material using psychological concepts (e.g. identifying retrieval failure in a case study) • Use psychological terminology accurately in context AO3: Evaluation & Analysis • Evaluate strengths and limitations of models and studies (e.g. ecological validity, supporting evidence) • Compare different explanations for forgetting • Discuss implications of research (e.g. how EWT findings affect legal procedures)	AO1 – Knowledge & Understanding • Low-stakes quizzes on MSM, WMM, and forgetting theories • Labelled diagrams of MSM and WMM components • Flashcard tasks for key terms (e.g. episodic buffer, interference, retrieval failure) • Think-pair-share: differences between MSM and WMM • Specification checklist for memory models and EWT AO2 – Application to Scenarios • Stimulus-response tasks using eyewitness recall and revision habits • Mini whiteboard challenges: match forgetting theory to scenario • Scenario-based MCQs on misleading information and anxiety • Group discussion: apply cognitive interview techniques • Quick writes: explain forgetting using retrieval failure AO3 – Evaluation & Analysis • AO3 grids comparing MSM vs WMM

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		• Critically analyse methodological issues (e.g. lab vs field studies, ethical concerns) Exam Skills • Construct coherent essays with clear argument structure and balanced evaluation • Use evidence to support points and counterpoints • Integrate research methods into topic-based questions (e.g. evaluating study design or sampling) • Respond effectively to multiple-choice, short answer, and extended writing questions	• Peer critique of Loftus & Palmer evaluation • Exit tickets: “One strength, one limitation” of a memory model • Structured debates: “Does anxiety improve memory accuracy?” • Model answer deconstruction: highlight AO3 features  Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on MSM and WMM • Application paper: EWT and anxiety scenarios • Timed AO3 essay: “Evaluate the cognitive interview” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: “Discuss explanations for forgetting” • Comparative essay: MSM vs WMM • Student self-assessment rubric aligned to progress tracker • Verbal presentation or infographic: improving EWT accuracy

Clinical Psychology and Mental Health Definitions and Diagnosis of Mental Health Conditions • Definitions of abnormality: statistical infrequency, deviation from social norms, failure to function adequately, deviation from ideal mental health • Diagnostic criteria: symptom profiles for phobias, depression, and OCD • Classification systems: DSM-5 and ICD-10; reliability and validity of diagnosis Explanations of Mental Health Conditions • Phobias: behavioural explanation (classical and operant conditioning) • Depression: cognitive explanation (Beck's negative triad, Ellis's ABC model) • OCD: biological explanation (genetics, neural mechanisms, serotonin) Treatments for Mental Health Conditions • Phobias: behavioural therapies (systematic desensitisation, flooding) • Depression: cognitive behavioural therapy (CBT) and rational emotive behaviour therapy (REBT) • OCD: drug therapy (SSRIs and alternatives); evaluation of effectiveness and appropriateness	AO1: Knowledge & Understanding • Define key terms (e.g. abnormality, CBT, SSRIs, classical conditioning, negative triad) • Describe symptom profiles and diagnostic criteria for phobias, depression, and OCD • Outline psychological explanations for mental health conditions (e.g. behavioural, cognitive, biological) • Summarise key studies (e.g. Watson & Rayner, Beck, Ellis, Soomro et al.) AO2: Application to Scenarios • Apply psychological explanations to real-life or hypothetical cases (e.g. explaining phobia development or depressive thinking patterns) • Interpret stimulus material using relevant psychological concepts (e.g. identifying cognitive distortions or behavioural symptoms) • Use psychological terminology accurately in context (e.g. reinforcement, irrational beliefs, serotonin imbalance) AO3: Evaluation & Analysis • Evaluate strengths and limitations of explanations and treatments (e.g. effectiveness, appropriateness, side effects, ethical concerns) • Compare different approaches to explaining and treating mental health conditions (e.g. CBT vs drug therapy, biological vs cognitive) • Discuss implications of research (e.g. accessibility of treatments, stigma, relapse rates)	AO1 – Knowledge & Understanding • Low-stakes quizzes on definitions of abnormality and symptom profiles • Flashcard tasks for phobia, depression, OCD explanations and treatments • Diagram annotation: CBT cycle, behavioural therapy steps • Think-pair-share: comparing biological and cognitive explanations • Specification checklist for disorders and therapies AO2 – Application to Scenarios • Stimulus-response tasks: diagnose and treat fictional cases • Mini whiteboard challenges: match therapy to disorder • Scenario-based MCQs on symptoms and interventions • Group discussion: apply CBT to irrational thoughts • Quick writes: explain a behaviour using a psychological model AO3 – Evaluation & Analysis • AO3 grids comparing therapies (e.g. CBT vs SSRIs)
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Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	Ethical, Cultural and Practical Considerations • Ethical issues in diagnosis and treatment (e.g. labelling, informed consent, side effects) • Cultural bias in definitions and diagnosis • Practical implications of treatment choices (e.g. accessibility, cost, relapse rates)	• Critically analyse methodological issues in key studies (e.g. sample bias, self-report, placebo control) Exam Skills • Construct coherent essays with clear argument structure and balanced evaluation • Use evidence to support points and counterpoints (e.g. empirical studies, meta-analyses) • Integrate research methods into topic-based questions (e.g. evaluating study design, reliability of diagnosis) • Respond effectively to multiple-choice, short answer, and extended writing questions • Use clinical terminology fluently and appropriately across responses	• Peer critique of ethical issues in treatment research • Exit tickets: “One strength, one limitation” of a therapy • Structured debates: “Should mental health be treated medically?” • Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on definitions and symptom profiles • Application paper: interpreting treatment plans • Timed AO3 essay: “Evaluate the behavioural approach to treating phobias” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: “Discuss the cognitive approach to explaining depression” • Comparative essay: biological vs psychological treatments • Student self-assessment rubric aligned to progress tracker

Research Methods – Key Knowledge Experimental Methods - Types of experiments: lab, field, natural, and quasi Independent and dependent variables, control of extraneous variables - Strengths and limitations of each method Research Design Independent groups, repeated measures, and matched pairs - Strengths and weaknesses of each design Counterbalancing and random allocation Sampling Techniques - Methods: random, opportunity, volunteer, systematic, stratified - Evaluation of each technique - Importance of representativeness and generalisation Data Collection Self-report techniques: questionnaires and interviews	AO1: Knowledge & Understanding Define key terms (e.g. hypothesis, operationalisation, validity, reliability) Describe research methods and designs (e.g. lab vs field experiments, matched pairs vs repeated measures) Outline ethical guidelines and sampling techniques Summarise features of scientific processes (e.g. peer review, pilot studies) AO2: Application to Scenarios Apply methods to novel research situations (e.g. choosing an appropriate design for a study on memory) Interpret stimulus material using psychological terminology Identify flaws in research scenarios (e.g. ethical breaches, poor control of variables) Suggest improvements to study designs or procedures AO3: Evaluation & Analysis Evaluate strengths and limitations of methods, designs, and sampling techniques Compare different approaches to data collection and analysis Discuss implications of methodological choices (e.g. how validity affects conclusions)	- Verbal presentation or infographic: treating OCD AO1 – Knowledge & Understanding - Low-stakes quizzes on key terms (e.g. IV, DV, reliability, sampling) - Flashcard tasks for experimental designs and statistical tests - Diagram annotation: types of experiments and data - Think-pair-share: strengths and limitations of designs - Specification checklist for methods and analysis AO2 – Application to Scenarios - Stimulus-response tasks: design a study from a scenario - Mini whiteboard challenges: identify variables and controls - Scenario-based MCQs on sampling and ethics - Group discussion: evaluate a fictional study's design - Quick writes: explain how to improve validity or reliability AO3 – Evaluation & Analysis - AO3 grids comparing designs and data types
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Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	(structured, unstructured, semi-structured) • Observational techniques: naturalistic vs controlled, overt vs covert, participant vs non-participant • Case studies and content analysis Data Analysis • Quantitative vs qualitative data • Descriptive statistics: mean, median, mode, range, standard deviation • Graphical representation: bar charts, histograms, scattergrams • Levels of measurement: nominal, ordinal, interval Inferential Statistics • Choosing statistical tests: based on design, level of measurement, and hypothesis • Significance and probability: p-values, critical values • Use of tables: interpreting results from statistical tests Ethics in Research • Ethical guidelines: informed consent, deception, protection	• Critically analyse statistical decisions (e.g. choosing the correct test based on design and data type) Mathematical & Statistical Skills • Calculate measures of central tendency and dispersion (mean, median, mode, range, standard deviation) • Interpret graphical data (bar charts, histograms, scattergrams) • Understand levels of measurement (nominal, ordinal, interval) • Apply inferential statistics (e.g. Sign Test, significance levels, p-values) Exam Skills • Construct clear responses to multiple-choice, short answer, and extended questions • Use evidence and terminology accurately and fluently • Integrate research methods into other topic areas (e.g. evaluating study design in memory or attachment) • Write coherent essays with balanced evaluation and structured argument	• Peer critique of methodology paragraphs • Exit tickets: “One strength, one limitation” of a method • Structured debates: “Can psychology be truly objective?” • Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on design types and sampling • Data interpretation task using graphs and tables • Application paper: evaluating a study’s methodology • Timed AO3 essay: “Discuss the strengths and limitations of lab experiments” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • Mixed-format paper: design, analysis, evaluation • Comparative essay: qualitative vs quantitative methods

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	from harm, confidentiality, right to withdraw • Role of ethical committees and BPS Code of Ethics Validity and Reliability • Internal and external validity • Reliability: test-retest, inter-rater • Ways to improve validity and reliability Scientific Processes • Hypothesis formulation: directional and non-directional • Operationalisation of variables • Pilot studies • Peer review and the role of the scientific community		• Student self-assessment rubric aligned to progress tracker • Verbal presentation or infographic: designing ethical research

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
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	Biopsychology The Nervous System • Structure and function of the central nervous system (CNS) and peripheral nervous system (PNS) • Somatic and autonomic nervous systems • Sympathetic vs parasympathetic branches of the autonomic system The Endocrine System and Fight-or-Flight Response • Role of glands (e.g. pituitary, adrenal) and hormones (e.g. adrenaline, cortisol) • Interaction between endocrine and nervous systems • Sequence of fight-or-flight response: hypothalamus → pituitary gland → adrenal medulla • Taylor’s tend-and-befriend model (gender differences) Neurons and Synaptic Transmission	AO1: Knowledge & Understanding • Define key concepts (e.g. CNS, PNS, neuron, synaptic transmission, localisation, plasticity, biological rhythms) • Describe systems and processes (e.g. fight-or-flight response, synaptic transmission, hormonal pathways) • Outline brain structures and functions (e.g. motor cortex, Broca’s area, SCN) • Explain biological rhythms and their regulation (e.g. circadian, infradian, endogenous pacemakers, exogenous zeitgebers) • Identify research methods used to study the brain (e.g. fMRI, EEG, ERP, post-mortem) AO2: Application to Scenarios • Apply biopsychological concepts to behavioural examples (e.g. stress response, sleep disruption, brain injury recovery) • Interpret stimulus material using relevant biological terminology • Link neurotransmitter activity to psychological outcomes (e.g. serotonin and mood, dopamine and schizophrenia) • Use case studies and research findings to explain real-world phenomena (e.g. taxi drivers and spatial memory) AO3: Evaluation & Analysis • Evaluate strengths and limitations of biological explanations (e.g. scientific credibility, reductionism, determinism) • Compare methods of studying the brain (e.g. fMRI vs EEG)	AO1 – Knowledge & Understanding • Low-stakes quizzes on nervous system structure, synaptic transmission, and brain regions • Labelled diagrams of neurons, brain areas, and endocrine pathways • Flashcard tasks for key terms (e.g. excitation, inhibition, SCN, fMRI) • Think-pair-share activities to explain biological rhythms or plasticity • Specification checklists for self-auditing topic coverage AO2 – Application to Scenarios • Stimulus-response tasks using fictional case studies (e.g. brain injury, sleep disruption) • Mini whiteboard challenges: match neurotransmitter to behaviour • Scenario-based MCQs testing application of biological concepts • Group discussion: apply fight-or-flight response to real-world stressors • Quick writes: explain a behaviour using biopsychological theory AO3 – Evaluation & Analysis • AO3 grids comparing brain imaging techniques or biological vs psychological explanations

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	• Structure and function of sensory, relay, and motor neurons • Electrical transmission and action potential • Synaptic transmission: neurotransmitters, excitation and inhibition • Role of serotonin and dopamine in behaviour Localisation of Function in the Brain • Functions of motor cortex, somatosensory cortex, visual cortex, auditory cortex • Broca’s area and Wernicke’s area in language processing • Evidence from brain scans and case studies (e.g. Phineas Gage) Brain Plasticity and Functional Recovery • Brain plasticity: changes in neural pathways due to learning or trauma • Functional recovery after trauma: axonal sprouting, recruitment of homologous areas • Supporting evidence: Maguire et al. (London taxi drivers)	• Critically assess research evidence (e.g. Maguire et al., Siffre, McClintock) • Discuss implications of biological research (e.g. applications to mental health, ethical concerns in post-mortem studies) • Analyse methodological issues (e.g. sample bias, ecological validity, correlational data) Exam Skills • Construct well-structured essays with clear AO1/AO3 balance • Use evidence to support evaluation points (e.g. study findings, real-world applications) • Integrate research methods into topic-based questions (e.g. evaluating brain imaging techniques) • Respond effectively to multiple-choice, short answer, and extended writing questions • Use diagrams and labelled models to support explanations (e.g. neuron structure, sleep/wake cycle)	• Peer critique of short paragraphs evaluating plasticity or localisation • Exit tickets: “One strength, one limitation” of a study or theory • Structured debates: e.g. “Is behaviour biologically determined?” • Model answer deconstruction: highlight AO3 features in exemplar responses Summative Assessment Opportunities Mid-topic Assessments • Short-answer test covering AO1 definitions and processes • Data interpretation task using brain scan results or sleep cycle graphs • Application paper: scenario-based questions on synaptic transmission or stress response • Timed AO3 essay: e.g. “Evaluate the role of biological rhythms in human behaviour” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: e.g. “Discuss the localisation of function in the brain” • Comparative essay: biological vs psychological explanations of behaviour

Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	Ways of Studying the Brain • Techniques: fMRI, EEG, ERP, post-mortem examinations • Strengths and limitations of each method • Applications to understanding brain function and disorders Biological Rhythms • Circadian, infradian, and ultradian rhythms • Endogenous pacemakers (e.g. SCN) and exogenous zeitgebers (e.g. light, social cues) • Key studies: Siffre (cave study), McClintock (menstrual synchrony), Folkard (sleep/wake cycle)		• Student self-assessment rubric aligned to progress tracker strands • Verbal presentation or infographic summarising one strand (e.g. brain plasticity)

Relationships Factors Affecting Attraction in Romantic Relationships • Self-disclosure: revealing persona information and its role in intimacy • Physical attractiveness: the halo effect and matching hypothesis • Filter theory: social demography, similarity in attitudes, complementarity Theories of Romantic Relationships • Social exchange theory: comparison level and comparison level for alternatives • Equity theory: fairness and balance in relationships • Investment model: satisfaction, alternatives, and investment as predictors of commitment Virtual Relationships in Social Media • Reduced cues theory: lack of non-verbal signals and its impact on intimacy • Hyperpersonal model: selective self-presentation and idealisation • Effects of anonymity and temporal factors in online communication Parasocial Relationships	AO1: Knowledge & Understanding • Define key concepts (e.g. self-disclosure, filter theory, parasocial relationships) • Describe theories of romantic relationships (e.g. social exchange, equity, investment model) • Outline factors affecting attraction (e.g. physical attractiveness, similarity, self-disclosure) • Explain virtual relationships (e.g. reduced cues theory, hyperpersonal model) • Describe parasocial relationships (e.g. absorption-addiction model, attachment theory) • Identify cultural and individual differences in relationship formation and maintenance AO2: Application to Scenarios • Apply relationship theories to real-life or hypothetical examples (e.g. online dating, celebrity worship) • Interpret stimulus material using relevant psychological concepts (e.g. commitment, comparison level) • Identify relationship stages or types from case studies or descriptions • Use psychological models to explain behaviours in romantic or parasocial contexts AO3: Evaluation & Analysis • Evaluate strengths and limitations of relationship theories (e.g. cultural bias, reductionism, real-world relevance)	AO1 – Knowledge & Understanding • Low-stakes quizzes on theories of attraction, romantic relationships, and parasocial bonds • Flashcard tasks for key terms (e.g. self-disclosure, comparison level, hyperpersonal model) • Diagram annotation: filter theory stages or investment model components • Think-pair-share: comparing virtual vs face-to-face relationships • Specification checklist for theories and explanations AO2 – Application to Scenarios • Stimulus-response tasks using online dating or celebrity worship examples • Mini whiteboard challenges: match theory to relationship behaviour • Scenario-based MCQs on attraction factors or parasocial relationships • Group discussion: apply equity theory to relationship breakdown • Quick writes: explain romantic behaviour using investment model AO3 – Evaluation & Analysis • AO3 grids comparing relationship theories (e.g. equity vs social exchange) • Peer critique of paragraphs evaluating virtual relationships
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Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	• Absorption-addiction model: levels of celebrity worship and psychological absorption • Attachment theory explanation: insecure attachment styles and parasocial bonds • Characteristics of parasocial relationships: intensity, fantasy, and lack of reciprocity Cultural and Individual Differences in Relationships • Influence of culture on relationship formation and maintenance (e.g. collectivist vs individualist) • Role of attachment style in adult romantic behaviour • Gender and personality differences in relationship preferences and behaviours	• Compare different explanations (e.g. equity vs investment model, virtual vs face-to-face relationships) • Discuss implications of research (e.g. how online communication affects intimacy and trust) • Critically analyse methodological issues (e.g. correlational data, retrospective self-report, sampling bias) Exam Skills • Construct well-structured essays with clear AO1/AO3 balance • Use evidence to support evaluation points (e.g. Sprecher, Dion, Rusbult, McCutcheon) • Integrate research methods into topic-based questions (e.g. evaluating study design or data collection) • Respond effectively to multiple-choice, short answer, and extended writing questions • Use psychological terminology fluently and accurately (e.g. comparison level, parasocial, hyperpersonal)	• Exit tickets: “One strength, one limitation” of a theory or study • Structured debates: “Can online relationships be more intimate than face-to-face?” • Model answer deconstruction: highlight AO3 features  Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on attraction factors and relationship theories • Application paper: interpreting romantic or parasocial behaviour • Timed AO3 essay: “Evaluate the investment model of romantic relationships” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: “Discuss virtual relationships in social media” • Comparative essay: equity vs social exchange theory • Student self-assessment rubric aligned to progress tracker • Verbal presentation or infographic: explaining parasocial relationships

Schizophrenia Classification and Diagnosis of Schizophrenia • Positive symptoms: hallucinations, delusions • Negative symptoms: avolition, speech poverty • Use of diagnostic manuals: DSM-5 and ICD-10 • Issues in diagnosis: reliability, validity, comorbidity, symptom overlap Biological Explanations of Schizophrenia • Genetic factors: family, twin, and adoption studies • Dopamine hypothesis: hyperdopaminergia and hypodopaminergia • Neural correlates: brain structure abnormalities (e.g. enlarged ventricles, reduced activity in prefrontal cortex) Psychological Explanations of Schizophrenia • Cognitive explanations: dysfunctional thought processing, central control, metarepresentation • Family dysfunction: expressed emotion and double-bind theory	AO1: Knowledge & Understanding • Define key concepts (e.g. self-disclosure, filter theory, parasocial relationships) • Describe theories of romantic relationships (e.g. social exchange, equity, investment model) • Outline factors affecting attraction (e.g. physical attractiveness, similarity, self-disclosure) • Explain virtual relationships (e.g. reduced cues theory, hyperpersonal model) • Describe parasocial relationships (e.g. absorption-addiction model, attachment theory) • Identify cultural and individual differences in relationship formation and maintenance AO2: Application to Scenarios • Apply relationship theories to real-life or hypothetical examples (e.g. online dating, celebrity worship) • Interpret stimulus material using relevant psychological concepts (e.g. commitment, comparison level) • Identify relationship stages or types from case studies or descriptions • Use psychological models to explain behaviours in romantic or parasocial contexts • Apply cultural and attachment-based explanations to interpersonal behaviour AO3: Evaluation & Analysis • Evaluate strengths and limitations of relationship theories (e.g. cultural bias, reductionism, real-world relevance) • Compare different explanations (e.g. equity vs investment model, virtual vs face-to-face relationships)	AO1 – Knowledge & Understanding • Low-stakes quizzes on symptoms, classification systems, and diagnostic issues • Flashcard tasks for key terms (e.g. hallucinations, avolition, ICD-10, dopamine hypothesis) • Diagram annotation: neural correlates and brain structures • Think-pair-share: comparing biological and psychological explanations • Specification checklist for symptoms, explanations, and treatments AO2 – Application to Scenarios • Stimulus-response tasks using fictional case studies with symptom profiles • Mini whiteboard challenges: match treatment to symptom type • Scenario-based MCQs on diagnosis, therapy, or interactionist model • Group discussion: apply diathesis-stress model to real-life triggers • Quick writes: explain schizophrenia using cognitive or biological theory AO3 – Evaluation & Analysis • AO3 grids comparing drug therapy vs CBT • Peer critique of paragraphs evaluating classification reliability or treatment effectiveness
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Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	• Role of stress and environmental triggers Biological Treatments for Schizophrenia • Typical antipsychotics: e.g. chlorpromazine — mechanism and side effects • Atypical antipsychotics: e.g. clozapine, risperidone — benefits and risks • Evaluation of effectiveness and appropriateness Psychological Treatments for Schizophrenia • Cognitive Behavioural Therapy (CBT): aims, techniques, and outcomes • Family Therapy: improving communication and reducing relapse • Token Economies: behavioural reinforcement in institutional settings The Interactionist Approach • Diathesis-stress model: genetic vulnerability + environmental stressors • Modern understanding: biological predisposition + psychological/social triggers	• Discuss implications of research (e.g. how online communication affects intimacy and trust) • Critically analyse methodological issues (e.g. correlational data, retrospective self-report, sampling bias) • Evaluate the relevance of parasocial relationship research to media psychology and mental health Exam Skills • Construct well-structured essays with clear AO1/AO3 balance • Use evidence to support evaluation points (e.g. Sprecher, Dion, Rusbult, McCutcheon) • Integrate research methods into topic-based questions (e.g. evaluating study design or data collection) • Respond effectively to multiple-choice, short answer, and extended writing questions • Use psychological terminology fluently and accurately (e.g. comparison level, parasocial, hyperpersonal)	• Exit tickets: “One strength, one limitation” of a study or explanation • Structured debates: “Is schizophrenia best explained biologically?” • Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on symptoms and classification • Application paper: interpreting case studies and treatment plans • Timed AO3 essay: “Evaluate psychological explanations of schizophrenia” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: “Discuss the interactionist approach to schizophrenia” • Comparative essay: biological vs psychological treatments • Student self-assessment rubric aligned to progress tracker • Verbal presentation or infographic: explaining the dopamine hypothesis

Year	“Evaluating and Knowledge” What pupils will ‘ know ’.	“Skills” What pupils will be able to ‘ do ’.	Assessment Criteria. How pupils will make progress
	• Treatment implications: combining biological and psychological therapies		

Forensics Offender Profiling • Top-down approach: organised vs disorganised offenders, origins in FBI case analysis • Bottom-up approach: investigative psychology and geographical profiling • Key contributors: Canter's work on statistical profiling and case linkage Biological Explanations of Offending Behaviour • Atavistic form: Lombroso's theory of criminality as primitive traits • Genetic explanations: twin and adoption studies, candidate genes • Neural explanations: brain structure and neurotransmitter activity (e.g. prefrontal cortex, serotonin) Psychological Explanations of Offending Behaviour • Cognitive explanations: hostile attribution bias, minimalisation, and moral reasoning • Psychodynamic explanation: role of superego, inadequate parenting, and unconscious conflict	AO1: Knowledge & Understanding • Define key concepts (e.g. offender profiling, atavistic form, custodial sentencing) • Describe offender profiling approaches (top-down, bottom-up) and their origins • Outline biological explanations (genetics, neural correlates, atavistic theory) • Explain psychological explanations (cognitive distortions, moral reasoning, psychodynamic theory) • Describe methods of dealing with offending behaviour (e.g. anger management, restorative justice, token economies) AO2: Application to Scenarios • Apply profiling approaches to crime scene descriptions or offender characteristics • Use biological and psychological theories to explain criminal behaviour in case studies • Interpret stimulus material using relevant concepts (e.g. expressed emotion, superego, reinforcement) • Apply treatment methods to hypothetical offenders or institutional settings • Identify explanations or interventions from real-life examples (e.g. rehabilitation programmes, sentencing decisions) AO3: Evaluation & Analysis • Evaluate strengths and limitations of profiling methods (e.g. scientific basis, practical utility) • Critically assess biological and psychological explanations (e.g. determinism, reductionism, ethical concerns) • Compare different approaches to explaining offending (e.g. nature vs nurture, cognitive vs psychodynamic)	AO1 – Knowledge & Understanding • Low-stakes quizzes on profiling methods, biological and psychological explanations • Flashcard tasks for key terms (e.g. atavistic form, moral reasoning, restorative justice) • Diagram annotation: top-down vs bottom-up profiling • Think-pair-share: comparing offender treatments • Specification checklist for explanations and interventions AO2 – Application to Scenarios • Stimulus-response tasks using fictional offender profiles • Mini whiteboard challenges: match explanation to behaviour • Scenario-based MCQs on treatment methods and criminal behaviour • Group discussion: apply anger management or restorative justice to case studies • Quick writes: explain offending using cognitive distortions AO3 – Evaluation & Analysis • AO3 grids comparing biological vs psychological explanations • Peer critique of paragraphs evaluating profiling or interventions • Exit tickets: "One strength, one limitation" of a theory or method
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Year	“Evaluating and Knowledge” What pupils will ‘know’.	“Skills” What pupils will be able to ‘do’.	Assessment Criteria. How pupils will make progress
	• Personality theory: Eysenck’s theory of criminal personality (extraversion, neuroticism, psychoticism) Dealing with Offending Behaviour • Custodial sentencing: aims (e.g. deterrence, rehabilitation), psychological effects (e.g. depression, institutionalisation) • Behaviour modification: token economy systems in prison settings • Anger management: cognitive behavioural approach to managing aggression • Restorative justice: principles and process of offender-victim reconciliation	• Evaluate effectiveness of interventions (e.g. anger management vs restorative justice) • Analyse methodological issues in key studies (e.g. Lombroso, Raine, Eysenck, Sherman & Strang) Exam Skills • Construct well-structured essays with clear AO1/AO3 balance • Use evidence and case studies to support evaluation points • Integrate research methods into topic-based questions (e.g. evaluating study design or sampling in offender profiling) • Respond effectively to multiple-choice, short answer, and extended writing questions • Use psychological terminology accurately and fluently (e.g. recidivism, rehabilitation, cognitive distortions)	• Structured debates: “Can criminal behaviour be prevented?” • Model answer deconstruction: highlight AO3 features Summative Assessment Opportunities Mid-topic Assessments • Short-answer test on offender profiling and biological explanations • Application paper: interpreting crime scene and offender data • Timed AO3 essay: “Evaluate psychological explanations of offending behaviour” End-of-topic Assessments • Full-topic mock exam with AO1/AO2/AO3 balance • 16-mark extended writing task: “Discuss methods of dealing with offending behaviour” • Comparative essay: anger management vs restorative justice • Student self-assessment rubric aligned to progress tracker • Verbal presentation or infographic: explaining bottom-up profiling

