

| Term | Week | Date | Focus | Summary | Learning Outcomes |
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| Term 2 | 15 | 02/01/23 | <ul style="list-style-type: none"> * Influence of early attachment on later relationships * Explanations of forgetting; interference and retrieval failure | <ul style="list-style-type: none"> * The internal working model, Love Quiz study, strengths and weaknesses of the theory * Types of interference; proactive and retroactive interference, evidence to support/refute * Retrieval failure; context and state dependent forgetting, Godden and Baddeley's study | <ul style="list-style-type: none"> * Be able to use knowledge of the IWM to explain influence of early attachment on adulthood * Be able to outline and evaluate interference as an explanation of forgetting * Be able to outline retrieval failure and evaluate the theory |
| | 16 | 09/01/23 | <ul style="list-style-type: none"> * Factors affecting accuracy of EWT; misleading information and anxiety. Improving the accuracy of EWT using the cognitive interview | <ul style="list-style-type: none"> * Loftus and Palmer's study on leading questions. Gabbert et al on post-event discussion. Strengths and weaknesses of the research * Structure of the cognitive interview and how it differs to a normal police interview | <ul style="list-style-type: none"> * To outline and evaluate key studies on leading questions and post-event discussion. To evaluate research on factors affecting EWT * To outline and evaluate cognitive interviews |
| | 17 | 16/01/23 | <ul style="list-style-type: none"> * Revision - attachment | <ul style="list-style-type: none"> * Revision - Introduction to attachment, Schaffer's stages of attachment, animal studies of attachment, learning theory, Bowlby's theory, Ainsworth, cultural variations, maternal deprivation, romanian orphans and influence of early attachment on adult relationships | <ul style="list-style-type: none"> * To be able to recap and answer exam questions on the attachment topics |
| | 18 | 23/01/23 | <ul style="list-style-type: none"> * Revision - memory | <ul style="list-style-type: none"> * Revision - coding, capacity and duration, MSM, types of LTM, WMM, interference, retrieval failure, misleading information, anxiety, cognitive interview | <ul style="list-style-type: none"> * To be able to recap and answer exam questions on the memory topics |
| | 19 | 30/01/23 | <ul style="list-style-type: none"> * Revision - social influence | <ul style="list-style-type: none"> * Revision - types and explanations of conformity, Asch, Zimbardo, Milgram, situational variables, social/psychological/dispositional factors, resistance to SI, minority influence and social change | <ul style="list-style-type: none"> * To be able to recap and answer exam questions on the social influence topics |
| | 20 | 06/02/23 | <ul style="list-style-type: none"> * Revision - research methods | <ul style="list-style-type: none"> * Revision - all topics in research methods | <ul style="list-style-type: none"> * To be able to recap and answer exam questions on the research methods topics |
| | 13/02/23 | | | | |
| 21 | 20/02/23 | <ul style="list-style-type: none"> * Origins of psychology and the learning approach * Definitions of abnormality | <ul style="list-style-type: none"> * Wundt's theory of introspection, the emergence of psychology as a science * Behaviourism, including classical and operant conditioning * Statistical infrequency and deviation from social norms | <ul style="list-style-type: none"> * To describe and evaluate Wundt's theory of introspection. To explain the emergence of psychology as a science * To explain classical and operant conditioning. To evaluate the behaviourist approach * To define two definitions of abnormality. To evaluate the two definitions of abnormality | |

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| 22 | 27/02/23 | <ul style="list-style-type: none"> * Social learning theory and the cognitive approach * Definitions of abnormality | <ul style="list-style-type: none"> * Role of mediational processes, Bandura's study, identification, modelling and vicarious reinforcement * Theoretical and computer models, the role of schemas, the emergence of cognitive neuroscience * Strengths and weaknesses of the SLT and cognitive approach * Failure to function adequately, deviation from ideal mental health. Comparisons of the definitions and consider strengths and weaknesses | <ul style="list-style-type: none"> * To outline the SLT approach and to consider the strengths and weaknesses of the approach * To explain and evaluate the cognitive approach * To outline definitions of abnormality. To consider the strengths and weaknesses of definitions of abnormality |
| 23 | 06/03/23 | <ul style="list-style-type: none"> * Biological approach * Characteristics of phobias, depression and OCD | <ul style="list-style-type: none"> * Genetic basis of behaviour, genotype and phenotype and the role of evolution on behaviour * The behavioural, cognitive and emotional characteristics of phobias, depression and OCD | <ul style="list-style-type: none"> * To outline the biological approach. To explain strengths and weaknesses of the biological approach * To outline and identify the cognitive, behavioural and emotional characteristics of phobias, depression and OCD |
| 24 | 13/03/23 | <ul style="list-style-type: none"> * Biopsychology; the nervous system and endocrine system * Behavioural explanations of phobias. Behavioural treatments of phobias | <ul style="list-style-type: none"> * Nervous and endocrine system. Fight or flight response * The two-process model of explaining phobias. Acquiring via classical conditioning, maintaining via operant conditioning * Systematic desensitisation and flooding | <ul style="list-style-type: none"> * To outline the role of the nervous and endocrine systems. To explain the fight or flight reflex, and to consider strengths and weaknesses of fight or flight * To explain how systematic desensitisation and flooding work. To apply knowledge of systematic desensitisation and flooding to real life scenarios. To consider the strengths and weaknesses of both treatments |
| 25 | 20/03/23 | <ul style="list-style-type: none"> Biopsychology; neurons and synaptic transmission * Cognitive explanations of depression, cognitive treatments of depression | <ul style="list-style-type: none"> * The structure and function of neurons. Synaptic transmission, excitation and inhibition * Beck's cognitive theory of depression, Ellis's ABC model of depression. Cognitive behaviour therapy (Beck and Ellis's therapies) | <ul style="list-style-type: none"> * To outline the structure and function of a neuron. To be able to draw the 3 different types of neurons * To outline and evaluate Beck and Ellis's model of depression * To explain CBT. To apply knowledge of CBT to scenarios. To evaluate how effective CBT is |