


<p>Year: 10 Psychology</p>	<p>Curriculum Intent: This course is an excellent foundation for A Level psychology. Students will be expected to demonstrate knowledge and understanding of psychological concepts, theories, studies, research methods and ethical issues in relation to the topics of Psychological problems, memory and sleeping and dreaming. They will learn how to apply their knowledge and understanding of attachment in a range of contexts as well as analyse, interpret, and evaluate concepts, theories, studies and research methods in relation to attachment. Throughout the year, the focus will be on developing evaluation skills to achieve ‘effective evaluation’ level on exam mark schemes.</p>					
<p>Unit title:</p>	<p style="text-align: center;">Term 1 Psychological problems</p> <p style="text-align: center;"><i>Teacher 1</i> <i>Teacher 2</i></p>		<p style="text-align: center;">Term 2 Memory</p> <p style="text-align: center;"><i>Teacher 1</i> <i>Teacher 2</i></p>		<p style="text-align: center;">Term 3 Sleeping and dreaming</p> <p style="text-align: center;"><i>Teacher 1</i> <i>Teacher 2</i></p>	
<p style="text-align: center;">Topic Titles (in order of delivery)</p>	<ol style="list-style-type: none"> 1. Defining mental health, including the mental health continuum. 2. Changing classification of mental health; how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act. 3. The clinical characteristics of Schizophrenia as outlined in the International Classification of Diseases (ICD). 4. Biological explanations of Schizophrenia. 5. Psychological explanations of Schizophrenia. 	<ol style="list-style-type: none"> 1. Analysing the current prevalence of mental health problems. 2. Looking at the effects of stigma on individuals before and after diagnosis the effects of discrimination on individuals before and after diagnosis. 3. Key statistics of Schizophrenia including reference to prevalence. 4. Evaluating Biological explanation of Schizophrenia including the nature/nurture debate. 	<ol style="list-style-type: none"> 1.The stages of information processing: input; encoding; storage; retrieval; and output 2.Types of forgetting: decay; displacement; retrieval failure (lack of cues). 3. The structure and process of the Multi-store Model of memory: sensory store, short-term memory and long-term memory. 4. criticisms of the model including rehearsal versus meaning in memory. 5. Wilson, Kopelman and Kapur (2008): Prominent and persistent loss of past awareness in amnesia: delusion, impaired 	<ol style="list-style-type: none"> 1. The structure and functions of the brain and how the brain works in the formation of memories; – how neurological damage can affect memory; the role of the hippocampus on anterograde amnesia; the frontal lobe on retrograde amnesia; and the cerebellum on procedural memory. 2. Differences between stores in terms of duration. 3. differences between stores in terms of capacity. 4. The Multi-store Model of Memory Research Study – an example of the 	<ol style="list-style-type: none"> 1.The functions, features and benefits of sleep: healthy brain; physical repair; emotional stability. 2. The causes of sleep disorders: sleep onset and sleep maintenance Insomnia. 3. The Freudian Theory of Dreaming. 4. The concept of wish fulfilment <ul style="list-style-type: none"> •manifest and latent content of dreams 5. The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of ‘The Wolfman’. 6. The function and actions of the brain during sleep, 	<ol style="list-style-type: none"> 1.Stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin. 2. Endogenous pacemakers; and exogenous zeitgebers; and their role in sleep. 3. The unconscious mind and the role of repression. 4. Criticisms of the theory including the issue of subjectivity. 5. The Activation Synthesis Theory of Dreaming: the role of REM sleep 6. Activity of neurons in the pons during sleep and the

	<p>6. The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)</p> <p>7. Biological explanation of depression.</p> <p>8. The psychological theory of depression.</p> <p>9. Key study Tandoc et al.</p> <p>10. The use of psychotherapy in treatment.</p>	<p>5. Key study linked to psychological explanation.</p> <p>6. Analysing key statistics of clinical depression including reference to prevalence.</p> <p>7. Evaluation of Biological theory of depression.</p> <p>8. Evaluation of the psychological theory of depression.</p> <p>9. The use of anti-psychotics and anti-depressants.</p> <p>10. The development of neuropsychology.</p>	<p>consciousness or coping strategy (the Clive Wearing study).</p> <p>6. The structure and process of the theory of reconstructive memory.</p> <p>7. The role of experience and expectation on memory the process of confabulation.</p> <p>8. Criticisms of the theory including the reductionism/holism debate.</p> <p>9. Application - The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising.</p>	<p>impact, on behaviour, of neurological damage</p> <p>5. Debates – reductionism versus holism.</p> <p>6. The role and concept of schemas.</p> <p>7. Distortion and the effect of leading questions on eye-witnesses.</p> <p>8. Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past.</p> <p>9. Application - The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale.</p>	<p>including the limbic system.</p> <p>7. criticisms of the theory including the reductionism/holism debate.</p> <p>8. Williams et al. (1992): study into Bizarreness in Dreams and Fantasies: Implications for the Activation Synthesis Hypothesis.</p> <p>9. Features of insomnia, the role of the nervous system and its management through relaxation techniques.</p> <p>10. The impact of neurological damage to the hypothalamus on sleep</p>	<p>process of synthesis as a function of the cerebral cortex’</p> <p>7. The Activation Synthesis Theory of Dreaming Research Study Differences in actions and functions of the brain when dreaming and when awake.</p> <p>8. Evaluation of Williams et al study.</p> <p>9. Physical environment in insomnia and its treatment through improved sleep hygiene.</p> <p>10. Sympathetic/parasympathetic nervous system.</p>
Key knowledge / Retrieval topics	Evaluation of theories using research methods.	Evaluation using issues and debates.	Evaluation of theories using research methods	Evaluation using issues and debates.	Evaluation of theories using research methods.	Evaluation using issues and debates.

<p style="text-align: center;">Understanding / Sequence of delivery</p>	<ol style="list-style-type: none"> 1. Jahoda – Deviation from ideal mental health. Mental health continuum. 2. Changes in attitude to mental health including how disorders are diagnosed. 3. Positive and negative symptoms of Schizophrenia. 4. Biological explanation of SZ, Dopamine hypothesis. 5. Psychological explanations of SZ – Social drift theory including rejection by society and disengagement. 6. Symptoms and diagnosis of depression including application activity. 7. Biological theory of depression – Social rank theory and evolution. 	<ol style="list-style-type: none"> 1. Current statistics and differences between age; gender; and sexual orientation. 2. Effects of discrimination including, self-fulfilling prophecy and exclusion. 3. Analysing key statistics including, age, gender, ethnicity, rates of recovery. 4. Evaluation including, reductionism, determinism and nature nurture debates. 5. Key study study – Daniel et al of cerebral flow during cognitive task. 6. Depression key statistics including, Ethnic minorities, gender, age and socio-economic status. 7. Evaluation of the biological explanation 	<ol style="list-style-type: none"> 1. Information processing Input, encoding, storage, retrieval and output. 2. Explanations of why we forget. 3. How information is transferred from each store. 4. Strengths and weakness of memory model. 5. The use of case studies in psychology. 6. Introduction to reconstructive memory. ‘War of the ghosts’ study. 7. How do prior experiences lead to expectation and filling-in - the-gaps. 8. Evaluation using debates. 9. Autobiographical advertising. 	<ol style="list-style-type: none"> 1. Hippocampus and the limbic system. 2. Sensory memory, short-term memory and long-term memory. 3. Capacity and duration of each memory store with studies. 4. Neurological damage ‘Clive Wearing’ study. 5. Evaluation of models using debates. 6. Different types of schemas. Object, self, beliefs. 7. Loftus and Palmer ‘smash’ ‘hit’ study and the effect of ‘leading’ questions on accuracy of memory. 8. Advertising and memory -Cues, Repetition, avoiding over-load. 9. Wechsler memory scale. 	<ol style="list-style-type: none"> 1. Sleeping – Healthy brain, consolidating and protecting established memories. Emotional stability and physical repair. 2. The role of Melatonin and the pineal gland. 3. Freud’s theory of ‘wish fulfilment’ and dreaming. 4. Evaluation of Freud’s theory of dreaming. 5. ‘Wolfman’ study Outline and analysis. 6. Limbic system activity during sleep. 7. Evaluation of the theory including the reductionism/holism debate. 8. Williams et al. (1992): study into Bizarreness in Dreams 9. Neurological damage and sleep 	<ol style="list-style-type: none"> 1. Sleep cycle and stages of sleep including REM sleep. 2. Examples of: Endogenous pacemakers; and exogenous zeitgebers 3. Unconscious mind and repressed memories. 4. Examples of dream interpretations. 5. Activation-synthesis theory of dreaming. 6. Function of the cerebral cortex during sleep. 7. Study Differences in actions and functions of the brain when dreaming and when awake. 8. Evaluation of Williams study. 9. Sympathetic/parasympathetic nervous system.
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	<p>8. Psychological explanation of depression – ABC model.</p> <p>9. Key study Tandoc et al. Facebook, envy and depression in students.</p> <p>10. Using psychotherapy in the treatment of mental health.</p>	<p>including reductionism, individual differences and biological evidence.</p> <p>8. Evaluation of psychological explanation including, free-will/determinism debate.</p> <p>9. Looking at the strengths and weaknesses of using drug therapy in treating mental illness.</p> <p>10. Development of neuropsychology and testing mental health.</p>				
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Assessment	<p>To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.</p> <p>To achieve grade 8, candidates will be able to:</p>	<p>To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum</p>	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar 	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> demonstrate some accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these with varying degrees of accuracy to familiar 	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> knowledge and understanding limited in either accuracy and/or appropriateness use of psychological terminology present but often lacks accuracy 	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology
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	<ul style="list-style-type: none"> demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology accurately use a range of mathematical skills relevant to research methods in psychology critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints. 	<p>requirements of most of the grade 8 statements. To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> demonstrate accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology accurately use some mathematical skills relevant to research methods in psychology some attempt to critically analyse psychological information, constructing an appropriate line of reasoning that leads to valid judgments supported by appropriate evidence 	<p>contexts, using mostly accurate psychological terminology</p> <ul style="list-style-type: none"> use some mathematical skills relevant to research methods in psychology analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints 	<p>and unfamiliar contexts, using some accurate psychological terminology</p> <ul style="list-style-type: none"> make attempts to use some mathematical skills relevant to research methods in psychology make attempts to analyse psychological information, constructing a line of reasoning that leads to somewhat plausible judgments with reference to relevant evidence make attempts to evaluate psychological ideas and research methodology, developing somewhat plausible conclusions, reference to relevant evidence, including from competing viewpoints. 	<ul style="list-style-type: none"> analysis and judgements are attempted but limited evaluation is attempted but lacks plausibility and/or relevance. 	<ul style="list-style-type: none"> use some simple mathematical skills make simple judgements with some reference to evidence make basic comments that demonstrate some awareness of competing viewpoints.
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