

Psychology (XPS01/YPS01)

2-year course planner



We have provided a course planner and an editable scheme of work to support you in delivering this qualification.

This is a 2-year course planner for the **International Advanced Subsidiary Psychology** and **International Advanced Level Psychology** qualification. It follows the specification and scheme of work to cover each of the units.

The course planner summarises what can be covered in each term to enable completion of the content and preparation for assessment at the end of each year. It assumes that each year is split into 3 terms and that each week accounts for roughly 6 Guided Learning Hours over 30 weeks to give a total of 180 hours for the **International Advanced Subsidiary Psychology** and roughly 60 weeks of teaching to give a total of 360 hours for the **International Advanced Level Psychology**.

This is only a suggested course planner with suggested timings, and it does not need to be followed.

Year	Term	Week	Unit/Topic/Theme	General overview
International Advanced Subsidiary content				
1	1	1	Unit 1: Social and cognitive psychology Introduction to psychology	<i>Understanding the nature of psychological investigation and building of knowledge.</i>
1	1	2	Topic A: Social psychology Obedience and dissent	<i>Explanations and research into obedience. Factors affecting obedience and dissent. Contemporary study: Burger (2009)</i>
1	1	3	Topic A: Social psychology Conformity	<i>Types, explanations, and research into conformity</i>
1	1	4	Topic A: Social psychology Conformity and minority influence	<i>One contemporary study of choice. Minority influence. Classic study: Moscovici et al (1969)</i>
1	1	5	Topic A: Social psychology Methods	<i>Self-report techniques, types of data and sampling methods. Ethical issues in psychology. Quantitative and qualitative data</i>
1	1	6	Topic B: Cognitive psychology Memory	<i>Models of memory</i>
1	1	7	Topic B: Cognitive psychology Memory	<i>Reconstructive memory. Classic study: Bartlett (1932). One contemporary study of choice.</i>
1	1	8	Topic B: Cognitive psychology Methods	<i>Experiments and experimental design</i>
1	1	9	Topic B: Cognitive psychology Methods	<i>Inferential statistics</i>

International A-Level



International A-Level

Year	Term	Week	Unit/Topic/Theme	General overview
1	1	10	Topic B: Cognitive psychology Brain damage and methods	<i>Case studies of brain damaged patients including HM. Contemporary study: Schmolck et al (2002). Conduct a practical investigation into memory.</i>
1	1	11	Consolidation, assessment and feedback	
1	2	1	<u>Unit 2: Biological psychology, learning theories and development</u> Topic C: Biological psychology Introduction to Biological psychology and brain structure	<i>Recognising the role of biology in explanations of behaviour as only one explanation. Knowing the structure of the brain and scanning techniques</i>
1	2	2	Topic C: Biological psychology The role of hormones, genes and the brain in aggression	<i>Knowing the hormonal effect on behaviour especially aggression. Classic study: Raine et al (1997) Contemporary study: Brendgen et al (2005) Know the role of genes in aggression and understand the nature/nurture debate</i>
1	2	3	Topic C: Biological psychology Contemporary studies of aggression in relation to genetics. Writing an extended essay	<i>Contemporary study of choice. Knowing how the paper two is assessed including an extended essay</i>
1	2	4	Topic C: Biological psychology Body rhythms and the contemporary study of sleep and correlation studies	<i>Internal pacemakers and external zeitgebers in circadian sleep-wake cycles and infradian rhythms. Contemporary study of choice. Use of correlations</i>
1	2	5	Topic C: Biological psychology Planning and writing a report on a correlation investigation and carrying out a Spearman rank test	<i>Designing own investigation and carrying it out. Know how to carry out inferential statistics and complete a full write up of correlation investigation.</i>
1	2	6	Topic C: Biological psychology Question styles and definitions of key words	<i>Knowing the details of the types of questions that might be set in the exam.</i>
1	2	7	Topic D: Learning theories and development Introduction to behaviourism and classical conditioning	<i>Knowing the assumptions of Learning theories. Classic study: Watson and Rayner (1920)</i>
1	2	8	Topic D: Learning theories and development Operant conditioning	<i>Understanding the process of operant conditioning and its applications. Practise AO2 style questions on conditioning</i>



International A-Level

Year	Term	Week	Unit/Topic/Theme	General overview
1	2	9	Topic D: Learning theories and development Social learning theory and introduction to the observational method	<i>Understanding the process of social learning theory and its applications. Appreciate the bridge between behaviorism and cognitive approach</i>
1	2	10	Topic D: Learning theories and development Therapies using conditioning theory	<i>Know the application of conditioning theory to treat phobias. Know the details of a study in the treatment of a phobia of flying. Contemporary study: Capafóns et al (1998)</i>
1	3	1	Topic D: Learning theories and development Psychodynamic approach to personality development	<i>Know the basic premises of a psychodynamic approach to personality development.</i>
1	3	2	Topic D: Learning theories and development Contemporary studies	<i>Contemporary study of choice. Recap of types of data and experimental design</i>
1	3	3	Topic D: Learning theories and development Observational research	<i>To know how to carry out a piece of observational research. Knowing how to plan an observational investigation and how to carry out a thematic analysis. Know how to carry out a chi-squared test and a thematic analysis; write up a report. Know what probability means and be able to use a table of critical values and relate back to the rejection or acceptance of a hypothesis. Students to carry out a full write up of the investigation involving both the qualitative and the quantitative data, or two investigations if that is appropriate.</i>
1	3	4	Topic D: Learning theories and development Ethics of animal research	<i>Know the issues involved in animal research and be able to debate the issues objectively.</i>
1	3	5	Consolidation, assessment, and feedback	
1	3	6-8	Revision and exam time	<i>Remaining lessons should be used for preparation for examinations.</i>
International Advanced Level content				
1	3	9	<u>Unit 3: Applications in psychology</u> Topic E: Developmental psychology The importance of attachment, deprivation and privation	<i>Understanding attachment, deprivation and privation.</i>



International A-Level

Year	Term	Week	Unit/Topic/Theme	General overview		
1	3	10	Topic E: Developmental psychology Ainsworth's work on attachment, the classic and contemporary study	<i>Understanding Ainsworth's ideas, cross-cultural studies and ethics. Classic study: Van IJzendoorn and Kroonenberg (1988) Contemporary studies: Cassibba et al (2013)</i>		
2	1	1	Topic E: Developmental psychology Learning theories of attachment and of language	<i>Understanding learning theories including Skinner and language learning as well as social learning and attachment theory (including parenting).</i>		
2	1	2	Topic E: Developmental psychology Cognitive and language development	<i>Continuing with language develop to look at Piaget and Vygotsky as well as their theories of cognitive development. Contemporary study of choice.</i>		
2	1	3	Topic E: Developmental psychology Social and emotional development	<i>Erikson, Vygotsky and mindfulness - focusing on social and emotional development. Contemporary study of choice.</i>		
2	1	4	Topic E: Developmental psychology Science, methods, issues and debates	<i>Review the science and method material in developmental psychology. Look at issues and debates.</i>		
2	1	5	Topic E: Developmental psychology Science, methods, issues and debates	<i>Review the science and method material in developmental psychology. Look at issues and debates.</i>		
2	1	6	Choose Topic F: Criminological psychology <u>OR</u> Topic G: Health psychology			
			Topic/Theme	General overview	Topic/Theme	General overview
			Topic F: Criminological psychology Explanations of crime and antisocial behaviour	<i>Three explanations for crime and anti-social behaviour: self-fulfilling prophecy; social learning and the media; and anti-social personality disorder</i>	Topic G: Health psychology Physiology of stress	<i>The HPA, cortisol, brain regions and GAS</i>
2	1	7	Topic F: Criminological psychology Understanding the offender	<i>Cognitive interviewing and case formulation</i>	Topic G: Health psychology Brady and the use of non-human animals	<i>Classic study: Brady, (1958) The use of non-human animals in psychology</i>



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Year	Term	Week	Unit/Topic/Theme	General overview		
			Choose Topic F: Criminological psychology <u>OR</u> Topic G: Health psychology			
2	1	8	Topic F: Criminological psychology Eye-witness testimony and studies	<i>Classic study: Loftus and Palmer (1974) Contemporary study of choice, related methods and material</i>	Topic G: Health psychology Factors affecting stress	<i>Life events and daily hassles including Holmes and Rahe, individual differences and social support and how they affect stress</i>
2	1	9	Topic F: Criminological psychology Jury decision-making	<i>Contemporary study: Bradbury M D and Williams (2013). Contemporary study of choice. Factors affecting jury decision-making</i>	Topic G: Health psychology Coping strategies	<i>Appraisal, problem and emotion focusing. Positive and negative techniques. Contemporary study: Nakonz and Shik (2009)</i>
2	1	10	Topic F: Criminological psychology Treatments	<i>CBT as a therapy for offenders and its effectiveness</i>	Topic G: Health psychology Treatments for anxiety	<i>SSRIs and SNRIs - drug therapy for anxiety CBT for anxiety disorders and effectiveness of such treatment. Contemporary study of choice.</i>
2	1	11	Topic F: Criminological psychology Method focus	<i>Review all the method material and the studies (method focus)</i>	Topic G: Health psychology Method focus	<i>Review all the method material and the studies (method focus)</i>
2	2	1	Consolidation, assessment and feedback		Consolidation, assessment and feedback	
2	2	2	Unit 4 Clinical Psychology and psychological skills Topic H: Clinical psychology Definitions of abnormality, diagnosis and classification systems	<i>History and two definitions. The ICD and the DSM. DSM-IV-R and DSM-5. ICD-11</i>		
2	2	3	Topic H: Clinical psychology Debates, reliability, validity, culture	<i>Cultural issues in diagnosis, reliability and validity. Classic study: Rosenhan (1973)</i>		
2	2	4	Topic H: Clinical psychology Symptoms and features of schizophrenia and HCPC ethics for clinical psychologists	<i>Symptoms and features of schizophrenia and HCPC guidelines</i>		



International A-Level

Year	Term	Week	Unit/Topic/Theme	General overview
2	2	5	Topic H: Clinical psychology Treatments for schizophrenia and the contemporary study	<i>Drug therapy and family therapy for schizophrenia. Neurotransmitter and one other biological explanation. RCTs and neuroimaging in research. Contemporary study: Suzuki et al (2014)</i>
2	2	6	Topic H: Clinical psychology Unipolar depression or anorexia nervosa	<i>Symptoms and features, two explanations for the 'other' disorder</i>
2	2	7	Topic H: Clinical psychology Treatments for either unipolar depression or anorexia nervosa and the contemporary study	<i>Drug treatment and CBT for one of the two 'other' disorders and the related contemporary study - two treatments and one contemporary study of choice for one of the two disorders</i>
2	2	8	Topic H: Clinical psychology Method focus and practical investigation	<i>Review all the method material and the studies (method focus) and do a content analysis</i>
2	2	9	Topic I: Psychological skills Methods	<i>Review methods</i>
2	2	10	Topic I: Psychological skills Inferential statistics and ethics	<i>Review statistics and their interpretation, and issues in research including ethics.</i>
2	3	1	Topic I: Psychological skills Issues and debates	<i>Look at issues and debates.</i>
2	3	2	Topic I: Psychological skills Issues, debates and key questions	<i>Look at issues and debates and apply psychology knowledge to key questions in society.</i>
2	3	3	Consolidation, assessment and feedback	
2	3	4	Revision and exam time	<i>Remaining lessons should be used for preparation for examinations.</i>