

LONG TERM PLANS

Year Overview (Psychology Year 13)

ESS Faculty	
Year 13 Psychology A level	
Autumn term	
Half term 1	Half term 2
<p>Component 1 : Core Studies</p> <p>Responses to people in need Piliavin et al. (1969) Subway Samaritan Levine et al. (2001) Cross-cultural altruism</p> <p>Attention Moray (1959) Auditory attention Simons and Chabris (1999) Visual inattention</p> <p>Measuring differences Gould (1982) A nation of morons Bias in IQ testing Hancock et al. (2011) Language of psychopaths</p>	<p>Component 1 : Core Studies</p> <p>Stages of moral development Moral development Kohlberg (1968) Kohlberg (1968) Lee et al. (1997) Evaluations of lying and truth-telling</p> <p>Brain plasticity Blakemore and Cooper (1970) Impact of early visual experience Maguire et al. (2000) Taxi drivers</p>

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Spring term

Half term 1	Half term 2
<p>Component 3</p> <p>Child psychology</p> <p>Intelligence (Biological) What psychologists mean by intelligence and what biological factors could affect intelligence. Van Leeuwen et al. (2008) A twin-family study of general IQ.</p> <p>Pre-adult brain development (Biological) Brain development and the impact of this on risk taking behaviour. Barkley-Levenson and Galván (2014) Neural representation of expected value in the adolescent brain.</p> <p>Perceptual development (Cognitive) Perceptual development in children and how this can be studied in babies and animals. Gibson and Walk (1960)</p>	<p>Component 3</p> <p>Child psychology</p> <p>Cognitive development and education (Cognitive) Cognitive development in children and the impact of this on education. Wood et al. (1976) The role of tutoring in problem-solving At least one cognitive strategy to improve revision or learning.</p> <p>Development of attachment (Social) The development of attachment in babies and the impact of failure to develop attachment. Ainsworth and Bell (1970) Attachment, Exploration and Separation: Illustrated by the Behavior of One-year-olds in a At least one strategy to develop an attachment friendly environment.</p> <p>Impact of advertising on children (Social) The influence of television advertising on children and the stereotyping in such advertising. Johnson and Young (2002)</p>

<p>The visual cliff.</p> <p>Criminal psychology</p> <p>What makes a criminal? (Biological) Physiological and non-physiological explanations of criminal behaviour. Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.</p> <p>The collection and processing of forensic evidence (Biological) Motivating factors and bias in the collection and processing of forensic evidence. Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?</p> <p>Collection of evidence (Cognitive) Collection and use of evidence from witnesses and suspects. Memon, A. and Higham, P. A. (1999) A review of the cognitive interview. <i>Psychology, Crime and Law</i>. 5, (1–2), 177–196.</p>	<p>Gendered voices in children’s advertising. At least one strategy to reduce impact of advertising which is aimed at children.</p> <p>Criminal psychology</p> <p>Psychology and the courtroom (Cognitive) How juries can be persuaded by the characteristics of witnesses and defendants. Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt. At least one strategy to influence jury decision making.</p> <p>Crime prevention (Social) How the features of neighbourhoods and a zero tolerance policy can influence crime. Wilson and Kelling (1982) The police and neighbourhood safety: Broken windows. At least one strategy for crime prevention.</p> <p>Effect of imprisonment (Social) Punishment and reform as responses to criminal behaviour. Haney et al. (1973) Study of prisoners and guards in a simulated prison. At least one strategy for reducing reoffending.</p>
<p>Summer term</p>	
<p>Half term 1</p>	<p>Half term 2</p>
<p>Revision</p> <p>Component 1: Core Studies Component 2: Research Methods Component 3: Options</p>	<p>Revision</p> <p>Component 1: Core Studies Component 2: Research Methods Component 3: Options</p>