

Psychology 2018

Unit 3

Term	Week	Outcome	Content	Assessment
1	1 30/1-2/2	Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.	<ul style="list-style-type: none"> divisions of the nervous system in responding to, integrating and coordinating sensory stimuli. conscious and unconscious responses to sensory stimuli 	
	2 5/2-9/2		<ul style="list-style-type: none"> role of the neuron and neurotransmitters –glutamate and GABA. role of dopamine in Parkinson’s disease. 	
	3 12/2-16/2		<ul style="list-style-type: none"> sources of stress (eustress and distress) 	
	4 19/2 – 23/2		<ul style="list-style-type: none"> stress as a biological process Selye’s General Adaptation Syndrome 	
	5 26/2-2/3		<ul style="list-style-type: none"> Richard Lazarus and Susan Folkman’s Transactional Model of Stress and Coping. 	
	6 5/3- 9/3		<ul style="list-style-type: none"> coping with stress 	
	7 12/3-16/3		Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.	<ul style="list-style-type: none"> neural plasticity, LTP and LTD as mechanisms of memory formation that lead to learning. neurotransmitters and neurohormones in memory formation.
8 19/3 – 23/3	<ul style="list-style-type: none"> classical conditioning. 			
9 26/3-29/3	<ul style="list-style-type: none"> operant conditioning . 			
2	1 16/4 – 20/4		<ul style="list-style-type: none"> observational learning ‘Little Albert’ experiment including ethical implications. 	
	2 23/4-27/4		<ul style="list-style-type: none"> the multi-store model of memory (Atkinson-Shiffrin) regions of the brain involved in storing LTM. 	
	3 30/4-4/5		<ul style="list-style-type: none"> recognition, relearning and reconstruction. 	
	4 7/5-11/5		<ul style="list-style-type: none"> brain trauma including brain surgery, anterograde amnesia and Alzheimer’s disease . 	
	5 14/5-18/5		<ul style="list-style-type: none"> the factors influencing ability and inability to remember 	
	6 21/5-25/5		<ul style="list-style-type: none"> reconstruction of memories as evidence for the fallibility of memory, with reference to Loftus’ research into the effect of leading questions on eye-witness testimonies. 	
	7 28/5 – 1/6		<ul style="list-style-type: none"> Revision 	SAC 2 Response to a set of structured questions

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Unit 4

Term	Week	Area of Study	Content	Assessment
2	8 4/6-8/6	Explain consciousness as a continuum, compare theories about the purpose of sleep, and elaborate on the effects of sleep disruption on a person's functioning	<ul style="list-style-type: none"> Consciousness as a psychological construct Measurement of physiological responses to indicate different states of consciousness 	
	9 11/6-15/6		<ul style="list-style-type: none"> Changes in psychological state Brain wave patterns and changes to consciousness due to drug-induced states 	
	10 18/6-22/6		<ul style="list-style-type: none"> Sleep deprivation Vs blood alcohol content Stages of sleep 	
	11 25/6-29/6		<ul style="list-style-type: none"> Theories of sleep Changes in sleep patterns across the lifespan 	
3	1 16/7-2/7		<ul style="list-style-type: none"> Circadian-phase disorder – adolescent sleep-wake shifts, shift work, jet-lag Effects of partial sleep deprivation 	
	2 23/7-27/7		<ul style="list-style-type: none"> Dysomnias (narcolepsy, sleep-onset insomnia) and parasomnias (sleep apnoea and sleep walking) Treating sleep disorders – CBT & bright light therapy 	SAC 1 Test
	3 30/7-3/8	Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster	Part A – plan own research activity	SAC Independent investigation
	4 6/8-10/8		Part B – report on class ERA	
	5 13/8-17/8	Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of a specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing	<ul style="list-style-type: none"> Mental health as a continuum Characteristics of a mentally healthy person Ethical implications of research into mental health Predisposing, precipitating and perpetuating risk factors and protective factors 	
	6 20/8-24/8		<ul style="list-style-type: none"> Biological risk factors Psychological risk factors Social risk factors Cumulative risk 	
	7 27/8-31/8		<ul style="list-style-type: none"> Distinctions between stress, phobias and anxiety Factors that contribute to the development of a phobia – GABA dysfunction, the stress response, conditioning, cognitive bias and social factors 	
	8 3/9-7/9		<ul style="list-style-type: none"> Evidence-based interventions – GABA agonists, relaxation techniques, CBT, systematic desensitisation, psychoeducation 	
	9 10/9-14/9		<ul style="list-style-type: none"> Influence of protective factors Models of behaviour change 	SAC Response to a set of structured questions
	10 17/9-21/9			Revision/exam preparation
4	1 8/10-12/10		Revision/exam preparation	
	2 15/10-19/10		Revision/exam preparation	