

Research methods		Curriculum Checkpoints: What do students know and what can they do?				YT Clips	Further guidance
Year 12		Developing	Securing	Mastering	Excelling		
Summative Comment							
Research methods	Substantive and Disciplinary Knowledge	<p>To be able to write hypotheses, identify variables (independent & dependent). Name different types of sampling (random, opportunity, systematic, volunteer and stratified). Describe types of experiments: laboratory, field, natural & quasi. Describe self report techniques -interviews & questionnaires. Describe case studies & observations. To be able to describe different types of data (primary, secondary, quantitative and qualitative). To be able to state some ethical considerations when conducting research.</p>	<p>To be able to write hypotheses, identify variables (independent, dependent, control and extraneous), describe different types of sampling (random, opportunity, systematic, volunteer and stratified), describe experimental methods: laboratory, field, natural, quasi, interviews, questionnaires, case studies, observations and some of their strengths and weaknesses. To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to identify types of correlation. To be able to state some ethical considerations when conducting research. To be able to carry out some simple calculations.</p>	<p>To be able to write hypotheses, identify variables (independent, dependent, confounding and extraneous), describe different types of sampling (random, opportunity, systematic, volunteer and stratified) and evaluate them. Describe and evaluate experimental methods: laboratory, field, natural, quasi, interviews, questionnaires, case studies, observations. The student should be able to select which is the most appropriate method in a given scenario. To be able to explain the different experimental designs (independent groups, repeated measures and matched pairs). To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to describe the different types of correlation and explain why correlation does not mean causation. To be able to suggest which ethical guidelines should be considered when conducting different experiments. To be able to critically evaluate appropriate research methods. To be able to carry out calculations, draw suitable graphs & distributions. To be able to apply knowledge of research methods to scenarios.</p>	<p>To be able to write hypotheses, identify variables (independent, dependent, control, extraneous and confounding), describe and evaluate different types of sampling (random, opportunity, volunteer, systematic and stratified). Describe, evaluate and compare experimental methods: laboratory, field, natural, quasi, interviews, questionnaires, case studies, observations. The student should be able to select which is the most appropriate method in a given scenario. To be able to compare and contrast the different experimental designs (independent groups, repeated measures and matched pairs). To be able to explain the importance of randomisation and counterbalancing. To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to describe the types of correlation and explain their strengths and weaknesses. To be able to identify which ethical guidelines should be considered when conducting different experiments and how to overcome them. To be able to effectively apply knowledge of research methods to scenarios. To be able to critically evaluate appropriate research methods. To be able to carry out calculations, draw suitable graphs & distributions. To be able to use inferential statistics to effectively explain the significance of results in relation to research.</p>	<p>Videos on the research methods topic can be found on this channel: https://www.youtube.com/@PsychBoost/videos</p>	<p>AQA past paper questions can be found here: https://www.physicsandmathstutor.com/psychology-revision/a-level-aqa/research-methods/ - Research methods is assessed in paper 2 & is 50% of this paper, however this topic is integral to the course and elements of it will be assessed on all 3 A level papers.</p>
		Approaches	Year 12 and 13	Curriculum Checkpoints: What do students know and what can they do?			
Summative Comment		Developing	Securing	Mastering	Excelling		

Approaches	Substantive and Disciplinary Knowledge	<p>Able to describe each approach in brief: how psychology developed as a science, focussing on the work of Wilhelm Wundt referring to key terms; Able to describe the two types of conditioning in the behaviourist approach and the differences between them. Able to describe the key research by (Bandura), the key assumption and some features of the social learning theory using the key terminology for the stages of SLT. Able to describe the key features of the cognitive approach. Able to describe the manner in which genes, biological structures (neurons/brain), neurochemistry and evolution affect behaviour - knowing this is the extreme nature side of the nature-nurture debate. Able to briefly describe the key features of the psychodynamic approach considering key terms such as the unconscious mind, structure of personality, defence mechanisms and psychosexual stages. Able to briefly describe each stage of Maslow's hierarchy of needs and why it is important in this approach. Able to identify simple similarities and differences between approaches.</p>	<p>Able to use key terminology accurately and begin to describe more thoroughly the ideas in each section and begin to refer to the key evidence: Able to use key terminology such as introspection and empiricism correctly in sentences and discuss the importance of scientific methodology in the development of psychology as a science. In the behaviourist approach, able to describe Pavlov's and Skinner's experiments using the key terminology. Able to use key terms such as modelling, imitation, identification, vicarious reinforcement and mediational processes accurately to describe and apply the social learning theory. Able to describe the importance of schemas and inferences in the cognitive approach and why models are used. Able to use key terminology accurately in the biological approach - genes, genotype, phenotype etc. Able to describe the influence of the neurones and neurotransmitters and hormones on behaviour, relating to everyday life. Able to more thoroughly describe the key features of the psychodynamic approach, e.g. stating the different types of defence mechanisms/parts of the personality and describing each stages of the psychosexual stages. Able to give examples from everyday life, correctly applying the terminology to explain behaviour from a psychodynamic perspective. Able to thoroughly describe each stage of Maslow's hierarchy of needs, considering in addition to this, focus on the self, congruence and conditions of worth. These ideas are to be discussed from the perspective of how unique each individual is and the importance of free will. Able to consider how each approach considers impact of determinism, nature/nurture and scientific methodology to give a more detailed picture of each approach.</p>	<p>Begin to evaluate both ideology and evidences for each idea/approach: Able to evaluate the processes introduced by Wilhelm Wundt such as scientific process to study the mind and introspection with knowledge of relevant evidence. Able to use the key terms to describe/explain Pavlov's and Skinner's work correctly (UCS/NS/CR etc. and the different types of reinforcement) and consider strengths and limitations of the experiments and the behaviourist approach. Able to describe and evaluate Bandura's evidence for the social learning theory, being able to consider the strengths and problems with this research and SLT as a whole. Able to identify some key evidence for/against the cognitive approach with evaluation of this evidence and the explanation itself considering the applications and scientific approach in addition to limitations in explanatory powers and ecological validity. Able to describe and evaluate the psychodynamic approach considering the scientific support but also considering the issues of gender and culture bias in addition to weaknesses of the case study element. Able to describe and evaluate the humanistic approach considering the benefits in terms of counselling, links to economic development but also considering the causality, unrealistic expectations and cultural differences in the ideas. Able to consider evidence for/against this approach. Able to compare approaches from a perspective of determinism, nature/nurture, scientific methodology and a general overview using evidence to support statements from not only the approaches topic but other topics as well, e.g. forensic, schizophrenia, relationships, psychopathology etc.</p>	<p>Able to combine descriptive and evaluative commentary on the development of psychology as a science with the use of key terminology in continuous prose, supporting points with relevant evidence. Able to combine descriptive and evaluative commentary of the approach and apply to any given everyday scenario to explain behaviour, detailing both how this approach provides evidence for each behaviour and how this may not be a reliable explanation (considering key terms like reductionist/determinist), providing alternative explanations instead. This latter part is developed as we proceed through the unit and the course as a whole. Should now be proficient in the use of evidence to support/negate ideas and evaluation of this from both a methodological and ideological perspective. This should be demonstrated more successfully in the longer answer essay questions using burger paragraphs with signposting and links made to thoroughly evaluate. Able to produce 16 mark essays to thoroughly compare approaches including everyday behaviours and relevant evidences to expand on the discussion points. Regular use of burger paragraphs structured with signposting and links - ensuring each point is fully explained is important to show mastery of this information.</p>	<p>Youtube clips based on the major scientists/studies: Pavlov, Skinner, Bandura, Freud etc.</p>	<p>Year 12 Psychology textbooks Psychology review articles Tutor-2-u website for clips and information</p>