

PSYCHOLOGY Curriculum Plans: Year 13

		Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Teacher A	Research Methods	<p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <ul style="list-style-type: none"> • Content analysis. • Case studies. • The role of peer review in the scientific process. • The implications of psychological research for the economy. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. • Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <ul style="list-style-type: none"> • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of research methods, practical research skills and mathematical skills • These skills should be developed through study of the specification content and through ethical practical research activities, involving: <ul style="list-style-type: none"> • designing research • conducting research • analysing and interpreting data. 	<p>Content analysis. Case studies. peer review Reliability test-retest and inter-observer. Validity face validity, concurrent validity, ecological validity and temporal validity. Features of science: Reporting psychological investigations. Levels of measurement: nominal, ordinal and interval. the sign test. Probability significance: critical values Type I and Type II errors. Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p>	<p>Research Methods: Written Assessment 1 – Short answer questions (30 mins)</p> <p>Research Methods: Written Assessment 2 – Short answer questions (30 mins)</p> <p>Research Methods: Written Assessment 3 – Short answer questions (30 mins)</p>
	Teacher B	Approaches	<p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of 	<p>The psychodynamic approach: the role of the unconscious, the structure of personality,</p>	<p>Approaches – written assessment – short answer</p>

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			<p>mechanisms including repression, denial and displacement, psychosexual stages.</p> <ul style="list-style-type: none"> • Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. • Comparison of approaches. 	<p>psychological concepts, theories, research studies, research methods and ethical issues (A01)</p> <ul style="list-style-type: none"> • apply psychological knowledge and understanding of the content in a range of contexts (A02) • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) • Develop effective evaluation using PEEL paragraphs 	<p>that is Id, Ego and Superego, defence mechanisms repression, denial and displacement, psychosexual stages. Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</p>	<p>questions. Humanistic, Psychodynamic (30 mins)</p> <p>Approaches – written assessment – extended writing. Comparison of approaches, (30 mins)</p>
Michaelmas 2	Teacher A	Schizophrenia	<ul style="list-style-type: none"> • Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. • Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) • apply psychological knowledge and understanding of the content in a range of contexts (A02) • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) 	<p>Classification Positive symptoms hallucinations delusions. Negative symptoms speech poverty avolition. co-morbidity, culture gender bias symptom overlap. Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. Psychological explanations for schizophrenia: family dysfunction and</p>	<p>Schizophrenia: Extended Writing – Symptoms and Classification Issues (20 mins)</p> <p>Schizophrenia: Extended Writing – Biological Explanations (20 mins)</p>

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				<ul style="list-style-type: none"> Develop effective evaluation using PEEL paragraphs 	cognitive explanations, including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy Token economies interactionist approach the diathesis-stress model.	
	Teacher B	BioPsychology	<ul style="list-style-type: none"> Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle. 	Students will be expected to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs 	Biological rhythms: circadian, infradian and ultradian endogenous pacemakers exogenous zeitgebers the sleep/ wake cycle.	BioPsychology – written assessment – short answer questions. BioRhythms (30 mins) BioPsychology End of Unit Assessment with embedded research methods questions, MCQ, short answer, application and evaluation questions. (30 minutes)
Lent 1	Teacher A	Issues and Debates	<ul style="list-style-type: none"> Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. 	Students will be expected to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of 	Gender culture universality bias.	Year 13 Mock Assessments Paper 1 (2hour) and Paper 2 (2hours)

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		<ul style="list-style-type: none"> Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including reference to social sensitivity 	<p>psychological concepts, theories, research studies, research methods and ethical issues (A01)</p> <ul style="list-style-type: none"> apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. 	<p>Gender bias androcentrism and alpha and beta bias; cultural bias, ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: heredity and the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches Ethical implications of research studies and theory, including reference to social sensitivity</p>	<p>Schizophrenia End of Unit Assessment with embedded research methods questions, MCQ, short answer, application and evaluation questions. (30 minutes)</p>
Teacher B	Relationships	<ul style="list-style-type: none"> The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research 	<p>evolutionary explanations for partner preferences, sexual selection and human reproductive behaviour. self-disclosure; physical attractiveness, the</p>	<p>Relationships – written assessment – Evolutionary explanations, Factors affecting attraction, theories short answer questions. (30 mins)</p>

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			<ul style="list-style-type: none"> Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. 	<p>studies, research methods and ethical issues (A01)</p> <ul style="list-style-type: none"> apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs 	<p>matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</p>	
Lent 2	Teacher A	Forensic Psychology	<ul style="list-style-type: none"> Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes 	<p>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) 	<p>Offender profiling: the top-down approach, organised and disorganised types of offender; the bottom-up approach, investigative Psychology; geographical profiling. atavistic form; genetics and neural explanations. Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, hostile attribution bias and minimalisation; differential association</p>	<p>Issues and Debates Gender, Culture, Nature/nurture, Idiographic/nomothetic, Freewill/determinism, holism/reductionism</p> <p>Written Assessment – Short answer questions (30 mins)</p> <p>Mini-Mock - Paper 3 (1 hours)</p>

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				<ul style="list-style-type: none"> Develop effective evaluation using PEEL paragraphs 	theory; psychodynamic explanations. custodial sentencing psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management restorative justice programmes	
	Teacher B	Relationships	<ul style="list-style-type: none"> Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation 	Students will be expected to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (A01) apply psychological knowledge and understanding of the content in a range of contexts (A02) analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content (A03) Develop effective evaluation using PEEL paragraphs 	Virtual relationships in social media: self-disclosure; absence of gating Parasocial relationships: levels of parasocial relationships, the absorption addiction model the attachment theory explanation	
Trinity 1	Teacher A	Revision and Exam Preparation	Exam preparation			Mini-Mock - Paper 1 (1 hours)

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	Teacher B	Revision and Exam Preparation	Exam preparation				Mini-Mock - Paper 2 (1 hours)
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