



Curriculum Map: Year 13 Subject: Psychology

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Issues and debates (CJO)	<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. • 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. 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) <ul style="list-style-type: none"> • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> o in a theoretical context o in a practical context o when handling qualitative data o when handling quantitative data. (AO2) • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> o make judgements and reach conclusions o develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses. 	<ul style="list-style-type: none"> • Mock assessment week 1 w/c 14th Nov • Mock assessment week 2 w/c 6th March • In class assessment • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions

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<p>Biopsychology (NLC)</p>	<ul style="list-style-type: none"> • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca’s and Wernicke’s areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. • 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. 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> o in a theoretical context o in a practical context o when handling qualitative data o when handling quantitative data. (AO2) • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> o make judgements and reach conclusions o develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses. 	<ul style="list-style-type: none"> • Mock assessment week 1 w/c 14th Nov • Mock assessment week 2 w/c 6th March • In class assessment • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions
<p>Relationships (CJO)</p>	<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. 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> o in a theoretical context o in a practical context o when handling qualitative data o when handling quantitative data. (AO2) 	<ul style="list-style-type: none"> • Mock assessment week 2 w/c 6th March • In class assessment • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions

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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. • 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. 	<ul style="list-style-type: none"> • Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> o make judgements and reach conclusions o develop and refine practical design and procedures. (AO3) • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses. 	
Forensic (NLC)	<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 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) • Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> o in a theoretical context o in a practical context o when handling qualitative data o when handling quantitative data. (AO2) 	<ul style="list-style-type: none"> • Mock assessment week 2 w/c 6th March • In class assessment • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 8/16-mark extended questions

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	<p>criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> make judgements and reach conclusions develop and refine practical design and procedures. (AO3) Draw together their skills, knowledge and understanding from across the full course of study Provide extended responses. 	
<p>Schizophrenia (CJO)</p>	<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 	<ul style="list-style-type: none"> Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (AO1) <ul style="list-style-type: none"> Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> in a theoretical context in a practical context when handling qualitative data when handling quantitative data. (AO2) Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> make judgements and reach conclusions 	<ul style="list-style-type: none"> In class assessment Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. Focus on 8/16-mark extended questions

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	<p>cognitive explanations, including dysfunctional thought processing.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> o develop and refine practical design and procedures. (AO3) <ul style="list-style-type: none"> • Draw together their skills, knowledge and understanding from across the full course of study • Provide extended responses. 	
<p>Research methods (NLC)</p>	<ul style="list-style-type: none"> • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • 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 	<p>Evaluating the strengths and weaknesses of research and types of research methods used by psychologists (AO3).</p> <p>Knowledge and understanding of research methods, practical research skills and mathematical skills (see Annex: Mathematical requirements and exemplification) will be assessed in Paper 2. These skills should be developed through study of the specification content and through ethical practical research activities, involving:</p> <ul style="list-style-type: none"> • designing research • conducting research 	<ul style="list-style-type: none"> • In class assessment • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Practice questions specifically focused on statistics • Focus on 8/16-mark extended questions

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	<p>validity. Assessment of validity. Improving validity.</p> <ul style="list-style-type: none"> • 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. • Analysis and interpretation of correlation, including correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. • 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 	<ul style="list-style-type: none"> • analysing and interpreting data. 	
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	r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.		
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