

## Year 13

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn 1a	Issues and debates	<ul style="list-style-type: none"> <li>What key debates are relevant to psychology</li> <li>What issues arise as a result of psychological theory and research?</li> </ul>	<ul style="list-style-type: none"> <li>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism;</li> <li>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations;</li> <li>Nature-nurture debate: the relative importance of heredity and environment in behaviour; the interactionist approach;</li> <li>Holism and reductionism: levels of explanation in Psychology; Biological reductionism and environmental (stimulus-response) reductionism;</li> <li>Idiographic and nomothetic approaches to psychological investigation;</li> <li>Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul>	<p><b>Understanding to be assessed:</b> Knowledge and understanding of issues and debates and how they relate to approaches, research and theory. Implications.</p> <p><b>Skills demonstrated:</b> Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice <b>Assessment point:</b> End of topic assessment</p>
Autumn 1a	Recap of y1; cover y2 approaches and comparison of approaches	How do the approaches compare to one another?	<p>The basic assumptions of the following approaches (as per y12 overview):</p> <ul style="list-style-type: none"> <li>Learning approaches;</li> <li>The cognitive approach;</li> <li>The biological approach;</li> <li>The psychodynamic approach;</li> <li>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;</li> <li>Comparison of approaches, including issues and debates.</li> </ul>	

Autumn 1b	Stats and biopsychology	<ul style="list-style-type: none"> <li>• How do we test for significance in psychology?</li> <li>• How do we investigate the brain?</li> <li>• How are functions localised or lateralised within the brain?</li> <li>• How do our circadian rhythms work?</li> </ul>	<ul style="list-style-type: none"> <li>• When to use the sign test; calculation of the sign test.</li> <li>• Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors;</li> <li>• 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.</li> <li>• 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;</li> <li>• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations;</li> <li>• 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.</li> </ul>	<p><b>Understanding to be assessed:</b> Knowledge and understanding of 'Inferential statistics' and 'Biopsychology'.</p> <p><b>Skills demonstrated:</b> Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Use of issues and debates</p> <p><b>Assessment point:</b> End of topic assessment</p>
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Autumn 2a	Forensic psychology	<ul style="list-style-type: none"> <li>• How do professionals profile suspects?</li> <li>• Why do people commit crimes?</li> <li>• How can we prevent recidivism?</li> </ul>	<ul style="list-style-type: none"> <li>• Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling;</li> <li>• Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations;</li> <li>• 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 minimisation; differential association theory; psychodynamic explanations;</li> <li>• 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.</li> </ul>	<p><b>Understanding to be assessed:</b> Knowledge and understanding of 'Forensic psychology'</p> <p><b>Skills demonstrated:</b> Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Use of issues and debates</p> <p><b>Assessment point:</b> End of topic assessment</p>
Autumn 2b & Spring 1a	Schizophrenia	<ul style="list-style-type: none"> <li>• What is schizophrenia?</li> <li>• What are the explanations and treatments for it?</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis;</li> <li>• Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing;</li> <li>• Drug therapy: typical and atypical antipsychotics;</li> <li>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia;</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</li> </ul>	<p><b>Understanding to be assessed:</b> Knowledge and understanding of 'Schizophrenia'.</p> <p><b>Skills demonstrated:</b> Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Use of issues and debates</p> <p><b>Assessment point:</b> End of topic assessment</p>

Spring 2a	Relationships	<ul style="list-style-type: none"> <li>How do we form and maintain relationships?</li> <li>What happens when they break down?</li> <li>What are virtual and parasocial relationships?</li> </ul>	<ul style="list-style-type: none"> <li>The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour;</li> <li>Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity;</li> <li>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;</li> <li>Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships;</li> <li>Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory.</li> </ul>	<p><b>Understanding to be assessed:</b> Knowledge and understanding of 'Relationships'.</p> <p><b>Skills demonstrated:</b> Knowledge and understanding (A01) Application to real world and novel scenarios (A02) Evaluation (A03) Effective exam practice Use of issues and debates</p> <p><b>Assessment point:</b> End of topic assessment</p>
Spring 2b & Summer 1	Revision and exam preparation	<p>What do I know? What do I need to know? What do I need help with? How do I revise best? What does the exam require?</p>	<ul style="list-style-type: none"> <li>Reflection on content covered (RAG);</li> <li>Various revision tasks and activities;</li> <li>Modelled revision;</li> <li>Revision videos;</li> <li>Essay planning;</li> <li>Timed practice;</li> <li>One to one tutorial/reflection;</li> <li>Planning revision for study leave.</li> </ul>	<p><b>Understanding to be assessed:</b> Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the first year content.</p> <p><b>Skills demonstrated:</b> A01, A02, A03 Effective exam practice Issues and debates Comparison Ability to reflect upon and identify areas of strength and weakness Planning</p> <p><b>Assessment point:</b> Public exams</p>