

Year 13

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	Issues and debates	What key debates are relevant to psychology What issues arise as a result of psychological theory and research?	- 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; - Nature-nurture debate: the relative importance of heredity and environment in 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; - Social sensitivity in psychological research.	Understanding to be assessed: Knowledge and understanding of issues and debates and how they relate to approaches, research and theory. Implications. Skills demonstrated: - Knowledge and understanding (Ao1) - Application to real world and novel scenarios (Ao2) - Evaluation (Ao3) - Effective exam practice Assessment point: End of topic assessment
Autumn	Recap of y1; cover y2 approaches and comparison of approaches	How do the approaches compare to one another?	The basic assumptions of the following approaches - The psychodynamic approach; - Humanistic Psychology; - Comparison of approaches, including Y1 & issues and debates.	

Autumn	Stats and biopsychology	How do we test for significance in psychology? How do we investigate the brain? How are functions localised or lateralised within the brain? How does our brain organise and recover?	• 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. • Content analysis • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations; • 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.	Understanding to be assessed: Knowledge and understanding of 'Inferential statistics' and 'Biopsychology'. Skills demonstrated: • Knowledge and understanding (A01) • Application to real world and novel scenarios (A02) • Evaluation (A03) • Effective exam practice • Use of issues and debates Assessment point: End of topic assessment
Autumn	Forensic psychology	How do professionals profile suspects? Why do people commit crimes? How can we prevent reoffending?	• Offender profiling: the typology approach, including organised and disorganised types of offender; the data driven approach, including investigative Psychology; geographical profiling; • Biological explanations of offending behaviour: 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 minimisation; differential association theory; • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Behaviour modification in custody. Anger management and restorative justice programmes.	Understanding to be assessed: Knowledge and understanding of 'Forensic psychology' Skills demonstrated: • Knowledge and understanding (A01) • Application to real world and novel scenarios (A02) • Evaluation (A03) • Effective exam practice • Use of issues and debates Assessment point: End of topic assessment

Spring	Schizophrenia	What is schizophrenia? What are the explanations and treatments for it?	• Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Issues in diagnosis: 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. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.	Understanding to be assessed: Knowledge and understanding of 'Schizophrenia'. Skills demonstrated: • Knowledge and understanding (Ao1) • Application to real world and novel scenarios (Ao2) • Evaluation (Ao3) • Effective exam practice • Use of issues and debates Assessment point: End of topic assessment
Spring/ Summer	Relationships	How do we form and maintain relationships? What happens when they break down? What processes underpin online and parasocial relationships?	• Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity; • 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; • Online relationships: self-disclosure, use of deception, effects of absence of gating. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory. • Reflection on content covered (RAG) • Essay planning • Timed practice • One to one tutorial/reflection	Understanding to be assessed: Knowledge and understanding of 'Relationships'. Skills demonstrated: • Knowledge and understanding (Ao1) • Application to real world and novel scenarios (Ao2) • Evaluation (Ao3) • Effective exam practice • Use of issues and debates Assessment point: End of topic assessment Assessment point:

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