



Curriculum Map

Year 13

Psychology

Learning Aims and Curriculum Intent

A Level Psychology encourages students to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified topics in A Level Psychology.
- apply psychological knowledge and understanding of the specified A Level Psychology content in a range of contexts.
- analyse, interpret, and evaluate psychological concepts, theories, research studies and research methods in relation to the specified topics in A Level Psychology.
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- develop knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 2. These skills should be developed through study of the specification content and through ethical practical research activities, involving: designing research; conducting research; analysing and interpreting data.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Paper 2: Biopsychology</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. <p>Paper 2: Research Methods</p> <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">• 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.• 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 r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.• Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.• The role of peer review in the scientific process. <p>Paper 3: Issues and Debates in Psychology</p> <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.• Comparison of approaches.	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of each topic.</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none">• in a theoretical context.• in a practical context.• when handling qualitative data.• when handling quantitative data. <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none">• make judgements and reach conclusions.• develop and refine practical design and procedures.	<p>The Psychology department will use some or all of the following modes of assessment throughout the course:</p> <ul style="list-style-type: none">• Retrieval quizzes.• Online topic progress multiple choice quizzes.• Exam questions from AQA exam board.• Extended-response questions.• End of topic tests composed of past exam questions (24 marks).

Term	Content, Key Questions and Knowledge	Skills	Assessment
Lent	<p>Paper 3: Forensic Psychology</p> <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>Paper 3: Schizophrenia</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 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>All of assessment objectives below are explicitly taught and practised with pupils in the context of each topic.</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> in a theoretical context. in a practical context. when handling qualitative data. when handling quantitative data. <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> make judgements and reach conclusions. develop and refine practical design and procedures 	<p>The Psychology department will use some or all of the following modes of assessment throughout the course:</p> <ul style="list-style-type: none"> Retrieval quizzes. Online topic progress multiple choice quizzes. Exam questions from AQA exam board. Extended-response questions. End of topic tests composed of past exam questions (24 marks).
Trinity	<p>Paper 3: Gender</p> <ul style="list-style-type: none"> Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory. The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory. Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. Social learning theory as applied to gender development. The influence of culture and media on gender roles. Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria. 	<p>All of assessment objectives below are explicitly taught and practised with pupils in the context of each topic.</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> in a theoretical context. in a practical context. when handling qualitative data. when handling quantitative data. <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> make judgements and reach conclusions. develop and refine practical design and procedures 	<p>The Psychology department will use some or all the following modes of assessment throughout the course:</p> <ul style="list-style-type: none"> Retrieval quizzes. Online topic progress multiple choice quizzes. Exam questions from AQA exam board. Extended-response questions. End of topic tests composed of past exam questions (24 marks) End of Year examination comprising of all Paper 1 topics and research methods.

What consolidation looks like in this subject	Cornell notes, flashcards, quizlets, mind maps, concept maps, essay plans, past paper exam question practice.	
Examples of Homework	Preparatory notetaking, past paper examination questions, multiple-choice quizzes, completion of various worksheets.	
Key terminology	<p>Central nervous system, peripheral nervous system, somatic nervous system, autonomic nervous system, endocrine system, gland, flight or flight, adrenaline, sensory neurons, relay neurons, motor neurons, synaptic transmission, neurotransmitter, excitation, inhibition, hemispheric lateralisation, localisation of function, motor, somatosensory, Broca's area, Wernicke's area, plasticity, functional recovery, axon sprouting, functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs), event-related potentials (ERPs), post-mortem examination, biological rhythms, circadian, infradian, ultradian, endogenous pacemakers, exogenous zeitgebers, external validity, population validity, temporal validity, ecological validity, internal validity, face validity, concurrent validity, test-retest reliability, inter-rater reliability, case studies, content analysis, coding, thematic analysis, statistical tests, sign test, levels of measurement, Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, chi-squared, probability, significance, critical value, type I error, type II error, objectivity, empirical method, replicability, falsifiability, theory construction, hypothesis testing, paradigm, paradigm shift, universality, gender bias, androcentrism, alpha bias, beta bias, cultural bias, ethnocentrism, cultural relativism, free will, determinism, hard determinism, soft determinism, soft determinism, biological determinism, environmental determinism, psychic determinism, the nature-nurture debate, heredity, interactionism, holism, reductionism, levels of explanation, biological reductionism, environmental reductionism, idiographic approach, nomothetic approach, ethical implications, social sensitivity, offender profiling, top-down approach, bottom-up approach, organised offender, disorganised offender, investigative psychology, geographical profiling, atavistic form, genetics, neural explanation, the criminal personality, level of moral reasoning, cognitive distortions, hostile attribution bias, minimalisation, differential association, psychodynamic, custodial sentencing, recidivism, behaviour modification, anger management, restorative justice, schizophrenia, delusions, hallucinations, speech poverty, avolition, co-morbidity, symptom overlap, dopamine, family dysfunction, dysfunctional thought processing, typical antipsychotics, atypical antipsychotics, token economy, interactionist approach, diathesis-stress, sex, gender, sex-role stereotype, androgyny, Bem sex role inventory, chromosomes, hormone, testosterone, oestrogen, oxytocin, atypical sex chromosome patterns, Klinefelter's syndrome, Turner's syndrome, gender identity, gender stability, conder constancy, gender schema, oedipus complex, electra complex, identification, internalisation, social learning theory, culture, media, gender dysphoria.</p>	
Super-curricular enrichment and scholarly extension	<p>There are a wide range of super-curricular suggestions of articles, books and videos linked to specific topics on the Year Plan on Microsoft Teams. Some broad suggestions are:</p> <p>Read: The Jigsaw Man (Paul Britton), Without Conscience: The Disturbing World of the Psychopaths AMong Us (Robert Hare), Phantoms in the Brain (V. S. Ramachandran), Love's Executioner and Other Tales of Psychotherapy (Irvin Yalom), The Divided Self (R. D. Laing), The Blank Slate (Steven Pinker), Outliers (Malcom Gladwell)</p> <p>Watch: Couples therapy (BBC iPlayer), A Beautiful Mind (film), Mindhunter (Netflix), Parole (BBC iPlayer), Tagged (BBC iPlayer), Prison (Channel 4)</p> <p>Listen: Hidden brain, Psychology in Seattle, Unlocking us with Brene Brown</p> <p>Visit: Wellcome Collection, The Francis Crick Institute, Freud Museum, The Clink Museum.</p>	
Useful websites	<p>Homepage BPS Psychology Today United Kingdom Simply Psychology Self-Care, Theories, Famous Studies & More Neuroscience News Science Magazine - Research Articles - Psychology Neurology Brains AI</p>	
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