


Psychology Department – Year 13

 Shirley High Curriculum Map	<i>The Aspiring Psychologist</i> Intent: Our study of Psychology in year 13 shines further light on our own behaviour and the behaviour of others. It brings about empathy, tolerance and an appreciation of how interconnected and complex our lives as humans have become and how psychologists can help others untangle these complications in their own lives.					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Issues & debates/ Research Methods	Research Methods/ Cognition and Development	Schizophrenia/ Aggression	Aggression	Revision	Final examination
Why Now?	Issues and debates revisits some content from approaches as a re-introduction to the subject into year 13, with a more in-depth focus on the issues arising from research.	Having just revisited approaches such as the cognitive approach, Cognition and Development is a good continuation of the exploration of mental processes and how they develop over time. It follows on nicely from the biopsychology unit as it revisits neurology, but in the context of autism.	Schizophrenia draws together issues and debates, attachment, research methods etc within one unit, so is ideal for study once those units have been completed. It allows for effective interleaving of revision.	Aggression is an effective final topic as it draws to a close many of the theories underpinning each topic area and engages students towards the end of the course.	Drawing together all prior learning ahead of final exam papers.	
Fundamental Concepts	<p>Gender and culture in psychology: Gender bias and cultural bias, Free will and determinism, The nature-vs nurture debate, Holism and reductionism, Idiographic and nomothetic approaches, Ethical implications of research and theory, Social sensitivity. Explaining behaviour through the approaches in psychology: (behaviourism, social learning theory, cognitive, biological, psychodynamic, humanistic)</p> <p>Correlations, Case Studies and content analysis, reliability and validity, choosing a statistical test, probability and significance</p>	<p>Reporting psychological investigations and features of science, design a study.</p> <p>Piaget's theory of cognitive development and Piaget's stages of intellectual development, Vygotsky's theory of cognitive development, Baillargeon's explanation of infant abilities, Development of social cognition: Selman's levels of perspective-taking, Theory of the mind, autism and the mirror neuron system.</p>	<p>Classification and diagnosis of schizophrenia, Reliability and validity in diagnosis and classification, Biological explanations for schizophrenia including: the dopamine hypothesis, neural correlates, genetic factors, family dysfunction, cognitive explanations. Psychological therapies including: Drug therapy, CBT, Family therapy, token economy Interactionist approach and diathesis-stress model.</p> <p>Genetic factors in aggression, neural and hormonal mechanisms in aggression, social psychological explanation of aggression (de-individuation and frustration-aggression hypothesis).</p>	Social psychological explanation of aggression: social learning theory, the ethological explanation of aggression, evolutionary explanations of human aggression, institutional aggression in the context of prison and the media influence on aggression.	Year 12 and 13 content	
Students will...	<p>Students will explore an introduction to Issues & debates through the following areas of questioning: To what extent are psychological theories and studies gender-biased? How does culture impact psychological research? Are we in control of our thoughts and behaviour or are they determined by external factors? Is our behaviour the result of genetic inheritance or the environment? Should psychology study the whole person or specific aspects of people –such as their biology? What is the best approach to conducting research? How can we conduct research ethically? Students will complete an end of unit assessment paper.</p> <p>Students will expand on their knowledge from year 12 research methods. They will outline and evaluate the use of case studies in psychology and outline the process of content analysis and thematic analysis, evaluating their use in psychological research. Students will outline the types of reliability (test-retest and inter-observer) and explore ways to improve reliability in different types of psychological investigation. They will outline how to assess and improve validity across different types of investigation, referring to face validity, concurrent validity, ecological validity and temporal validity. They will learn about the different factors that affect the choice of a statistical test and know when to use them. Students will explore the use of statistical tables and critical values in interpretation of significance and outline Type I and Type II errors.</p>	<p>They will outline the purpose and structure of the sections of a psychological report and learn about the features of science. Lastly, they will design their own psychological study on cake consumption and happiness.</p> <p>Students will outline and evaluate Piaget's theory of cognitive development, Outline and evaluate Piaget's stages of intellectual development (including the characteristics of these stages: object permanence, conservation, egocentrism and class inclusion), Outline and evaluate Vygotsky's theory of cognitive development, Compare Piaget's and Vygotsky's views on cognitive development, Outline and evaluate Baillargeon's explanation of infant abilities, Outline and evaluate Selman's levels of perspective-taking, Outline and evaluate social cognition: theory of mind, including theory of mind as an explanation of autism and the Sally-Anne study, explore the role of the mirror neuron system in social cognition.</p> <p>Students will complete an end of unit assessment paper.</p>	<p>Students will describe and identify positive symptoms of schizophrenia, including delusions and hallucinations and describe and identify negative symptoms of schizophrenia, including speech poverty and avolition.</p> <p>They will outline and evaluate how reliability/validity issues affect the diagnosis and classification of schizophrenia, including: co-morbidity, culture, gender bias and symptom overlap.</p> <p>They will outline and evaluate the genetic explanation of schizophrenia, including inheritance and specific genes and will outline and evaluate the dopamine hypothesis explanation of schizophrenia. Students will outline and evaluate the neural correlate explanation of schizophrenia and outline and evaluate the family dysfunction explanation of schizophrenia, including the schizophrenogenic mother, double-bind hypothesis and expressed emotion.</p> <p>They will outline and evaluate the cognitive explanations of schizophrenia including cognitive deficits, cognitive biases and dysfunctional thought. They will learn how drugs such as typical antipsychotics and atypical antipsychotics treat schizophrenia and will evaluate the use of these drugs. Students will outline and evaluate the use of Cognitive Behavioural Therapy and family therapy as treatments of schizophrenia. They will outline and evaluate the use of Token Economy as a form of management for Schizophrenia and will outline and evaluate the importance of an interactionist approach in explaining schizophrenia, including the diathesis-stress model. Finally, students will outline and evaluate the importance of an interactionist approach in treating schizophrenia.</p> <p>Students will outline the role of genetics in aggressive behaviour, including the MAOA gene and</p>	Students will outline and evaluate the social psychological explanations of human aggression including social learning theory. Student will outline the ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns and evaluate the ethological explanation of aggression. They will outline and evaluate the evolutionary explanations of aggression and explore reasons for institutional aggression in prison, including dispositional and situational factors. Students will evaluate the strengths and limitations of research into institutional aggression assess the implications for the economy deriving from research into institutional aggression. Lastly, students will explore media influences on aggression, learning about the effects of computer games, the role of desensitisation, disinhibition and cognitive priming.	Students will develop confidence in approaching all three papers. They will practise exam skills by answering exam questions in timed conditions and will receive thorough feedback. Students will do teacher assessed, self-assessed and peer assessed work using past papers and exam questions. Students will work with the teacher and their peers to develop revision techniques and will engage in revision sessions covering content from year 12 and year 13. Staff will identify and address low performance areas.	

			<p>examine research to support/challenge the role of genetics in aggression. They will outline strengths and limitations about genetics and biological explanations of aggression. Students will explore the neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. They will outline and evaluate the social psychological explanations of human aggression including, deindividuation and the frustration-aggression hypothesis</p>			
<p>Language for Life (Key terms / Vocabulary)</p>	<p>Universality, gender bias, androcentrism, alpha bias, beta bias, cultural bias, ethnocentrism, cultural relativism, free will, determinism, hard determinism, soft determinism, biological determinism, environmental determinism, psychic determinism, the nature-nurture debate, heredity, environment, interactionist approach, holism, reductionism, levels of explanation, biological reductionism, environmental reductionism, idiographic approach, nomothetic approach, ethical implications, social sensitivity.</p> <p>Correlations, case studies, content analysis, coding, thematic analysis, reliability, test-retest reliability, inter-observer reliability, validity (concurrent validity, ecological validity, temporal validity), 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.</p>	<p>objectivity, empirical method, replicability, falsifiability, theory construction, hypothesis testing, paradigm, paradigm shift.</p> <p>Cognitive development, schema, assimilation, accommodation, equilibration, stages of intellectual development, object permanence, conservation, egocentrism, class inclusion, zones of proximal development, scaffolding, knowledge of the physical world, violation of expectation, social cognition, perspective-taking, theory of mind, autism, Sally-Anne study and the mirror neuron system.</p>	<p>Schizophrenia, positive symptoms, hallucinations, negative symptoms, delusions, hallucinations, avolition, speech poverty, co-morbidity, symptom overlap, genetics, neural correlates, dopamine hypothesis, hyperdopaminergia, family dysfunction, dysfunctional thought processing, schizophrenogenic mother, double-bind theory, expressed emotion, atypical antipsychotics, typical antipsychotics, drug therapy, tardive dyskinesia, cognitive behavioural therapy, family therapy, token economies, interactionist approach, diathesis-stress model.</p> <p>Genetic factors, MAOA gene, limbic system, serotonin, testosterone, social psychological explanations of aggression, de-individualisation, frustration-aggression hypothesis,</p>	<p>Social learning theory, ethological explanations, innate releasing mechanism (IRM), fixed action patterns, evolutionary explanations, institutional aggression, dispositional explanation, situational explanation, media, computer games, desensitisation, disinhibition, cognitive priming.</p>		
<p>Extended writing Opportunities</p>	<p>Students will use key terms/vocabulary and apply them to STEM questions. They will further develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>	<p>Students will use key terms/vocabulary and apply them to STEM questions. They will further develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>	<p>Students will use key terms/vocabulary and apply them to STEM questions. They will further develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>	<p>Students will use key terms/vocabulary and apply them to STEM questions. They will further develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>	<p>Students will use key terms/vocabulary and apply them to STEM questions. They will further develop their ability to write effective evaluations of studies through the use of PEEL paragraphs.</p> <p>Students will practise extended writing exam questions worth 8 and 16 marks in line with the AQA exam requirements.</p>	
<p>Maths Across the Curriculum</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages etc. They will be questioned on research methods content such as sampling methods, experimental design, statistical tests, levels of measurement, validity, reliability and percentages when exploring psychological research.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages etc. They will be questioned on research methods content such as sampling methods, experimental design, statistical tests, levels of measurement, validity, reliability and percentages when exploring psychological research.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages etc. They will be questioned on research methods content such as sampling methods, experimental design, statistical tests, levels of measurement, validity, reliability and percentages when exploring psychological research.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages etc. They will be questioned on research methods content such as sampling methods, experimental design, statistical tests, levels of measurement, validity, reliability and percentages when exploring psychological research.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages etc. They will be questioned on research methods content such as sampling methods, experimental design, statistical tests, levels of measurement, validity, reliability and percentages when exploring psychological research.</p>	
<p>Links to careers/ aspirations</p>	<p>Relates to careers in diversity and inclusion and law.</p> <p>Links to careers in market research, policy work, experimental psychology, data analysis.</p>	<p>Can link to early years careers, Teaching, Child Psychology, Social Work, Educational Psychology.</p>	<p>Careers in mental health, cognitive behavioural therapy, family therapy.</p>	<p>Careers in institutions such as prisons, can link to careers in ethology and zoology.</p>		
<p>Cultural Capital</p>	<p>The course provides cultural capital through the exploration of various issues and debates in psychology, challenging student's mindsets and understanding of the world.</p> <p>They explore the behaviour of humans and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience,</p>	<p>The course provides cultural capital through the exploration of various issues and debates in psychology, challenging student's mindsets and understanding of the world.</p> <p>They explore the behaviour of humans and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience,</p>	<p>The course provides cultural capital through the exploration of various issues and debates in psychology, challenging student's mindsets and understanding of the world.</p> <p>They explore the behaviour of humans and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their</p>	<p>The course provides cultural capital through the exploration of various issues and debates in psychology, challenging student's mindsets and understanding of the world.</p> <p>They explore the behaviour of humans and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience,</p>	<p>The course provides cultural capital through the exploration of various issues and debates in psychology, challenging student's mindsets and understanding of the world.</p> <p>They explore the behaviour of humans and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities</p>	

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<p>Practical Application of Skills</p>	<p>Students will design various psychological studies throughout the year.</p> <p>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.</p>	<p>Students will design various psychological studies throughout the year.</p> <p>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.</p>	<p>Students will design various psychological studies throughout the year.</p> <p>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.</p>	<p>Students will design various psychological studies throughout the year.</p> <p>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.</p>	<p>Students will design various psychological studies throughout the year.</p> <p>The use of PEEL paragraphs will assist them in developing and applying their critical thinking and debating skills. They will also apply their knowledge to STEM questions.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological terminology and eloquently articulate their ideas.</p>	