

Year 13 Psychology Curriculum Rationale

Students will continue to develop a range of key skills which will prepare them for their further education and future careers. Students will be expected to demonstrate knowledge, understanding, application, critical analysis and evaluation. Students are challenged to consider the validity of theoretical ideas and concepts, as well as the cogency of empirical evidence.

Paper 3 (33% of A level)

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
Issues and Debates	<p>At the end of this unit, students will be able to outline and evaluate the issues and debates of:</p> <ul style="list-style-type: none"> • Gender bias • Cultural bias • Free will and determinism • The nature-nurture debate • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications 	<p>Builds on:</p> <p>Understanding of gender issues e.g. the role of the parents</p> <p>Examples of androcentric and gynocentric studies/theories e.g. Freud or Bowlby</p> <p>Simple understanding of the nature-nurture debate</p> <p>Cross-cultural variances in findings e.g. Van Ijzendoorn and Kroonenberg</p> <p>Awareness of how learning and genes can affect humans</p> <p>Strengths and weaknesses of</p>	<p>Short exam questions in lesson and homework</p> <p>Timed questions in lessons (MS Forms/Kahoot)</p> <p>Timed 16-mark question in lesson</p> <p>First PPE</p>	<p>SPAG, reading for meaning, maths skills – data analysis and statistical tests.</p> <p>Tolerance for those with different opinions, maths skills</p> <p>Social and cultural influences on research and understanding</p> <p>Human development</p> <p>Implications of research on the wider and working world</p>	<p>Imagination (representing issues in relation to extensive and interconnected prior knowledge)</p> <p>Evolutionary and revolutionary thinking (creating new ideas through building on existing ideas or diverting from them)</p> <p>Big picture thinking (working with big ideas and holistic concepts)</p> <p>Self-regulation (monitoring, evaluating and self-correcting)</p>	<p>Homework set each week</p> <p>Relevant articles/research for further reading/interest</p> <p>Discussion of culture-bound mental illnesses</p> <p>Classroom debates on topics such as nature-nurture</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
		<p>qualitative and quantitative data Previous understanding of the strengths and weaknesses of different approaches in psychology Ethical issues in psychology</p> <p>Leads to: Understanding of the interactionist approaches Methods for avoiding biases How research can affect psychological perspectives and vice versa Deeper understanding of evaluation points such as reductionism and determinism, including their strengths</p>		<p>Impact on and of stereotypes and prejudices</p>		

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
		Synoptic understanding and revision of Y12 studies and topics				
Relationships [Optional B]	<p>At the end of this unit, students will be able to outline and evaluate:</p> <ul style="list-style-type: none"> Idea of sexual selection and human reproductive behaviour Factors affecting attraction Theories of romantic relationships Virtual relationships in social media Parasocial relationships 	<p>Builds on: Basic understanding of evolutionary theory as part of the biological approach Previous ideas of romantic relationships Popular examples of relationship formation and breakdown Understanding of profit and loss Awareness of online dating, celebrities and social media</p> <p>Leads to: Understanding of the factors that contribute to partner selection</p>	<p>Short exam questions in lesson and homework</p> <p>Timed questions in lessons (MS Forms/Kahoot)</p> <p>Timed 16-mark question in lesson</p> <p>First PPE</p>	<p>SPAG, reading for meaning, maths skills – data analysis and statistical tests.</p> <p>Tolerance for those with different opinions, maths skills</p> <p>Social and cultural influences on research and understanding</p> <p>Human development</p> <p>Implications of research on the wider and working world</p>	<p>Seeing alternative perspectives (taking on views of others and dealing with complexity and ambiguity)</p> <p>Generalisation (seeing how what is happening in this instance could be extrapolated to other similar situations)</p> <p>Self-regulation (monitoring, evaluating and self-correcting)</p>	<p>Homework set each week</p> <p>Relevant articles/research for further reading/interest</p> <p>Video footage to illustrate ideas e.g. within the evolutionary approach</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
		Comparisons with alternatives in various models Critical application of models studied in relevance to modern society Comparison of approaches relating to life stages and different types of relationships Evaluation on modern relationships such as those which are virtual or parasocial		Impact on and of stereotypes and prejudices		
Schizophrenia [Option C]	At the end of this unit, students will be able to outline and evaluate: <ul style="list-style-type: none"> • Diagnosis and classifications of schizophrenia • Biological explanations 	Builds on: Knowledge of diagnosis and classification methods Understanding of biopsychology (areas of the brain and neurotransmitters)	Short exam questions in lesson and homework Timed questions in lessons (MS Forms/Kahoot) Timed 16-mark question in lesson	SPAG, reading for meaning, maths skills – data analysis and statistical tests. Tolerance for those with different opinions, maths skills	Seeing alternative perspectives (taking on views of others and dealing with complexity and ambiguity) Strategy-planning (approaching new learning by actively attempting to connect it to existing knowledge or	Homework set each week Relevant articles/research for further reading/interest Video footage of individual cases/symptoms

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
	<p>for schizophrenia</p> <ul style="list-style-type: none"> • Psychological explanations for schizophrenia • Biological therapies for schizophrenia : drug therapies • Psychological therapies for schizophrenia • The interactionist approach to schizophrenia 	<p>Awareness of psychological and biological approaches such a psychodynamic and cognitive</p> <p>Application of treatment methods such as token economies</p> <p>Leads to: Embedding ideas such as validity and reliability with regards to diagnosis Understanding of how schizophrenia can manifest and possible causes Comparison of approaches to explaining and treating schizophrenia Development of understanding of brain areas, neurotransmitters</p>		<p>Social and cultural influences on research and understanding Human development Implications of research on the wider and working world Impact on and of stereotypes and prejudices</p>	<p>concepts and hence determine an appropriate way to think about the work)</p> <p>Self-regulation (monitoring, evaluating and self-correcting)</p>	<p>Extra reading: The Quiet Room by Lori Schiller</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
		and the effects of different drugs				
Forensic Psychology [Option D]	<p>At the end of this unit, students will be able to outline and evaluate:</p> <ul style="list-style-type: none"> • Offender profiling • Biological explanations of offending (atavistic form and genetic and neural explanations) • Psychological explanations of offending including cognitive and psychodynamic explanations • Dealing with offending behaviour including anger management 	<p>Builds on:</p> <p>Concepts of social demographics that will impact on crime and criminality</p> <p>Nature-nurture debate</p> <p>Maternal deprivation and 44 thieves study</p> <p>Relationships between the tripartite personality and behaviour</p> <p>Understanding of approaches such as social learning theory and the biological approach</p> <p>Awareness of common ways that offending behaviour can be dealt with</p> <p>Leads to:</p> <p>Analysis of social and cultural explanations of</p>	<p>Short exam questions in lesson and homework</p> <p>Timed questions in lessons (MS Forms/Kahoot)</p> <p>Timed 16-mark question in lesson</p>	<p>SPAG, reading for meaning, maths skills – data analysis and statistical tests.</p> <p>Tolerance for those with different opinions, maths skills</p> <p>Social and cultural influences on research and understanding</p> <p>Human development</p> <p>Implications of research on the wider and working world</p> <p>Impact on and of stereotypes and prejudices</p>	<p>Meta-cognition (knowingly using wider range of thinking approaches and transferring knowledge from one circumstance to another)</p> <p>Imagination (representing the problem and its categorisation in relation to more extensive and interconnected prior knowledge)</p> <p>Self-regulation (monitoring, evaluating and self-correcting)</p>	<p>Homework set each week</p> <p>Relevant articles/research for further reading/interest</p> <p>Video footage of individual cases</p> <p>Application of convicted criminals to profiling etc.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	Focus ACP and VAA development:	Home learning, enrichment and recommended reading
	<p>and restorative justice</p>	<p>offending behaviour such as differential association Factors affecting recidivism Deeper understanding of genetic and neural influences on behaviour Further comparisons between approaches to explaining and treating behaviours Impact of different methods of dealing with offending behaviour Understanding of individual cases of offending and their possible motivations</p>				