

Curriculum Map

Subject: Psychology

Year Group: 13

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Content <i>Descriptive /propositional knowledge</i> <i>'knowing that'</i></p> | <p>Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including | <p>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 | <p>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. • | <p>Gender</p> <ul style="list-style-type: none"> • 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; | <p>Revision all content</p> | <p>Exams</p> |

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| | <p>classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p> | <p>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> | <p>Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</p> <p>Aggression</p> <ul style="list-style-type: none"> • Institutional aggression in the context of prisons: dispositional and situational explanations. • Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. | <p>biological and social explanations for gender dysphoria.</p> <p>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 | | |
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| | | <p style="text-align: center;">Aggression</p> <ul style="list-style-type: none"> • Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. • The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. • Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning | | <p>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.</p> | | |
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| | | theory as applied to human aggression, and deindividuation. | | | | |
| Skills <i>Ability knowledge</i> <i>'knowing how'</i> | <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. • AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach | <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. • AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach | <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. • AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach | | | |

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| | conclusions • develop and refine practical design and procedures | reach conclusions • develop and refine practical design and procedures | conclusions • develop and refine practical design and procedures | conclusions • develop and refine practical design and procedures | | |
| Key Questions | <p>Outline and Evaluate two or more definitions of abnormality</p> <p>Outline and Evaluate the behavioural approach to explaining phobias</p> <p>Outline and Evaluate the behavioural approach to treating phobias</p> <p>Outline and Evaluate the cognitive approach to explaining depression</p> <p>Outline and Evaluate the cognitive approach to treating depression</p> <p>Outline and Evaluate the</p> | <p>Outline and Evaluate the classification and diagnosis of schizophrenia</p> <p>Outline and Evaluate the psychological approach to explaining schizophrenia</p> <p>Outline and Evaluate the psychological approach to treating schizophrenia</p> <p>Outline and Evaluate the biological approach to explaining schizophrenia</p> <p>Outline and Evaluate the biological approach to</p> | <p>Outline and Evaluate the neural and/or hormonal explanation of aggression</p> <p>Outline and Evaluate the genetic explanation of aggression</p> <p>Outline and Evaluate the ethological explanation of aggression</p> <p>Outline and Evaluate the evolutionary explanation of human aggression</p> <p>Outline and Evaluate the frustration-aggression hypothesis as</p> | <p>Outline and evaluate gender bias.</p> <p>Outline and evaluate culture bias.</p> <p>Outline and evaluate Free will and determinism.</p> <p>Outline and evaluate the nature-nurture debate</p> <p>Outline and evaluate holism and reductionism.</p> <p>Outline and evaluate idiographic and nomothetic approaches to psychological investigation.</p> <p>Outline and evaluate ethical implications of</p> | | |

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| | <p>biological approach to explaining OCD</p> <p>Outline and Evaluate the biological approach to treating OCD</p> | <p>treating schizophrenia</p> <p>Outline and Evaluate the interactionist approach to both explaining and treating schizophrenia</p> | <p>an explanation of aggression</p> <p>Outline and Evaluate the social learning explanation of aggression</p> <p>Outline and Evaluate the deindividuation explanation of aggression</p> <p>Outline and Evaluate the explanations of institutional aggression</p> <p>Outline and Evaluate research into the effects of video games on aggression</p> <p>Outline and Evaluate media influences on aggression</p> | <p>research studies and theory, including reference to social sensitivity.</p> <p>Outline and evaluate Sex and gender.</p> <p>Outline and evaluate the role of chromosomes and hormones in sex and gender.</p> <p>Outline and evaluate Atypical sex chromosome patterns.</p> <p>Outline and evaluate Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</p> <p>Outline and evaluate the Psychodynamic explanation of</p> | | |
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| | | | | <p>gender development.</p> <p>Outline and evaluate Social learning theory as applied to gender development.</p> <p>Outline and evaluate The influence of culture and media on gender roles.</p> <p>Outline and evaluate Atypical gender development: gender dysphoria.</p> | | |
| Assessment | <p>End of unit assessments.</p> <p>Final written exam: Paper 1 = 2 hours • 96 marks in total • 33.3% of A-level</p> | <p>End of unit assessments.</p> <p>Final written exam: Paper 3 = 2 hours • 96 marks in total • 33.3% of A-level</p> | <p>End of unit assessments.</p> <p>Final written exam: Paper 3 = 2 hours • 96 marks in total • 33.3% of A-level</p> | <p>End of unit assessments.</p> <p>Final written exam: Paper 3 = 2 hours • 96 marks in total • 33.3% of A-level</p> | <p>Externally assessed Papers 1, 2 and 3 – all equally weighted.</p> | <p>Externally assessed Papers 1, 2 and 3 – all equally weighted.</p> |

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| <p>Literacy/ Numeracy/ SMSC/ Character</p> | <p>Literacy – essay writing skills. Noting particularly key vocabulary spellings. Discussing origins of words where appropriate.</p> <p>Numeracy – Introduction to statistics and recap of GCSE maths skills. This includes; graphs, measures of central tendency and dispersion, percentages, algebra, standard form, sign test and problem solving.</p> <p>Spiritual Reflect on different theories of how people understand the world. Appreciate that abnormal beliefs to some are normal to others - such as hearing the voice of God. Sense of enjoyment and fascination in learning about themselves, others and the world around them - the cultural difference between human behaviour.</p> <p>Moral Understand the debates centring on freewill and determinism and how that can affect moral decisions and behaviours. Understanding the consequences of behaviours for the individual and society and why some people behave in unlawful ways.</p> <p>Social Work with different groups of students and adults. Understand and communicate about different groups of people in our society and how their behaviours may impact their social standing or treatment, especially citing historic cases. Understand and appreciate gender differences in our society and how research has historically been gender bias and ways this impact could be reduced.</p> <p>Cultural Understand how different cultures behave and act and how and why these differences may have arisen. Discuss the difference between universality and learnt differences. Discuss differences in cultural bias that exist in psychological research. Understanding, acceptance, respect for, and celebration of diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Ability to recognise and value the importance of shared psychological research that is free from ethnocentrism.</p> |
| <p>Enrichment/ Futures</p> | <p>Futures in the subject are discussed when appropriate and teaching specific topics, this is both directly and indirectly. Career options are displayed in the department.</p> <p>Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation and problem solving skills.</p> <p>Enrichment - Relevant documentaries and wider reading throughout the course. Talk from university lecturer on psychology at university and relevant research run at their institution. We often run additional support sessions for students especially near the time of the exam to support with essay writing skills. Students are encouraged to sign up to and read BPS monthly emails containing the latest psychological research. Teaching is changed annually to reflect current issues and apply to real world applications in society. Students are encouraged to watch appropriate TED talks and complete wider reading.</p> |