



## Curriculum Map For Psychology Year 13

YEAR 13	Autumn 1	Autumn 2
<p><b>Topics</b></p> <p><b>Substantive Knowledge – The Knowledge And Concepts Taught By The Teacher</b></p>	<p><b>Issues and Debates</b></p> <ul style="list-style-type: none"> <li>• Gender and Culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>• Free Will and Determinism:-               <ul style="list-style-type: none"> <li>○ Hard Determinism and Soft Determinism</li> <li>○ Biological</li> <li>○ Environmental and Psychic Determinism</li> <li>○ The Scientific Emphasis on Causal Explanations</li> </ul> </li> <li>• The Nature-Nurture Debate:-               <ul style="list-style-type: none"> <li>○ The Relative Importance of Heredity and Environment in Determining Behaviour</li> <li>○ The Interactionist Approach</li> </ul> </li> <li>• Holism and Reductionism:-               <ul style="list-style-type: none"> <li>○ Levels of Explanation in Psychology</li> <li>○ Biological Reductionism and Environmental (stimulus-response) Reductionism</li> </ul> </li> <li>• Idiographic and Nomothetic Approaches to Psychological Investigation</li> <li>• Ethical Implications of Research Studies and Theory - including reference to social sensitivity</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• The Evolutionary Explanations for Partner Preferences - including the relationship between sexual selection and human reproductive behaviour</li> <li>• Factors Affecting Attraction in Romantic Relationships:               <ul style="list-style-type: none"> <li>○ Self-Disclosure</li> <li>○ Physical Attractiveness - including the matching hypothesis</li> <li>○ Filter Theory - including social demography, similarity in attitudes and complementarity</li> </ul> </li> <li>• Theories of Romantic Relationships:-               <ul style="list-style-type: none"> <li>○ Social Exchange Theory</li> <li>○ Equity Theory</li> <li>○ Rusbult’s Investment Model of Commitment, Satisfaction, Comparison with Alternatives and Investment.</li> <li>○ Duck’s Phase Model of Relationship Breakdown:                   <ul style="list-style-type: none"> <li>▪ Intra-Psychic</li> <li>▪ Dyadic</li> <li>▪ Social and Grave Dressing Phases</li> </ul> </li> </ul> </li> <li>• Virtual Relationships in Social Media:-               <ul style="list-style-type: none"> <li>○ Self-Disclosure in Virtual Relationships</li> <li>○ Effects of Absence of Gating (barriers) on the Nature of Virtual Relationships</li> </ul> </li> <li>• Parasocial Relationships:               <ul style="list-style-type: none"> <li>○ Levels of Parasocial Relationships</li> <li>○ The Absorption Addiction Model</li> <li>○ The Attachment Theory Explanation</li> </ul> </li> </ul>
<p><b>Disciplinary Knowledge – The Knowledge Scientists Need So They Can Collect, Understand And Evaluate</b></p>	<ul style="list-style-type: none"> <li>• The understanding of what research findings mean for society both positively and negatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper understanding of the purpose of relationships according to theorists and biologists.</li> </ul>

<b>Scientific Evidence</b>		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Evaluation – strengths and weaknesses of research/theories</li> <li>• Critical Thinking</li> <li>• Research Skills</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Evaluation – strengths and weaknesses of research/theories</li> <li>• Critical Thinking</li> <li>• Research Skills</li> <li>• Group Work</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Related to all topics in Year 12 Psychology.</li> </ul>	<ul style="list-style-type: none"> <li>• Evolution and natural selection.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Drawing and interpreting graphs.</li> <li>• Handling and interpreting statistical data.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentages.</li> <li>• Drawing and interpreting graphs.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Nature – Nurture debates in Science</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE - Sex and relationships, online relationships and safety and healthy relationships.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Section of AQA Exam Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Section of AQA Exam Paper</li> </ul>

<b>YEAR 13</b>	<b>Spring 1</b>	<b>Spring 2</b>
<b>Topics</b>	<b>Aggression</b>	<b>Schizophrenia</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Neural and Hormonal Mechanisms in Aggression - including the roles of the limbic system, serotonin and testosterone.</li> <li>• Genetic Factors in Aggression - including the MAOA gene.</li> <li>• The Ethological Explanation of Aggression - including reference to innate releasing mechanisms and fixed action patterns.</li> <li>• Evolutionary Explanations of Human Aggression.</li> <li>• Social Psychological Explanations of Human Aggression - including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</li> <li>• Institutional Aggression in the Context of Prisons:- <ul style="list-style-type: none"> <li>◦ Dispositional and Situational Explanations</li> </ul> </li> <li>• Media Influences on Aggression - including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of Schizophrenia. <ul style="list-style-type: none"> <li>◦ Positive Symptoms of Schizophrenia - including hallucinations and delusions.</li> <li>◦ Negative Symptoms of Schizophrenia - including speech poverty and avolition.</li> <li>◦ Reliability and Validity in Diagnosis and Classification of Schizophrenia - including reference to co-morbidity, culture and gender bias and symptom overlap.</li> </ul> </li> <li>• Biological Explanations for Schizophrenia:- <ul style="list-style-type: none"> <li>◦ Genetics and Neural Correlates - including the dopamine hypothesis.</li> </ul> </li> <li>• Psychological Explanations for Schizophrenia:- <ul style="list-style-type: none"> <li>◦ Family Dysfunction and Cognitive Explanations - including dysfunctional thought processing.</li> </ul> </li> <li>• Drug Therapy:- <ul style="list-style-type: none"> <li>◦ Typical and Atypical Antipsychotics</li> </ul> </li> <li>• Cognitive Behaviour Therapy and Family Therapy as Used in The Treatment of Schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>• The Importance of an Interactionist Approach in Explaining and</li> </ul>

		Treating Schizophrenia; The Diathesis-Stress Model.
<b>Disciplinary Knowledge – How The Knowledge Will Be Applied</b>	<ul style="list-style-type: none"> <li>• How aggression can be used positively in sports or self-defence.</li> <li>• Biological and social origins of aggression.</li> <li>• Critical analysis of nature-nurture debate regarding aggression.</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper understanding of this serious mental disorder.</li> <li>• Collaborative understanding of abnormal behaviour from various origins.</li> <li>• Strengths and weaknesses of various therapies.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Evaluation – strengths and weaknesses of research/theories</li> <li>• Critical Thinking</li> <li>• Research Skills</li> <li>• Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Evaluation – strengths and weaknesses of research/theories</li> <li>• Critical Thinking</li> <li>• Research Skills</li> <li>• Group Work</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• GCSE Biology – Genetics and Neurochemistry.</li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Biology – Genetics and Neurochemistry.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Reading and interpreting research papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting research papers.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Sport - aggression and violence.</li> <li>• Biology – DNA.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature - nurture debate in Science.</li> <li>• PSHE - Mental health and wellbeing.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Section of AQA Exam Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Section of AQA Exam Paper</li> </ul>

<b>YEAR 13</b>	<b>Summer 1</b>
<b>Topics</b>	<b>Research Methods</b>
<b>Substantive Knowledge – The Knowledge Taught By The Teacher</b>	<ul style="list-style-type: none"> <li>• Experimental method. Types of experiment:- <ul style="list-style-type: none"> <li>◦ Laboratory and Field Experiments</li> <li>◦ Natural and Quasi Experiments</li> </ul> </li> <li>• Observational techniques. Types of observation:- <ul style="list-style-type: none"> <li>◦ Naturalistic and Controlled Observation</li> <li>◦ Covert and Overt Observation</li> <li>◦ Participant and Non-Participant Observation</li> </ul> </li> <li>• Self-Report Techniques. <ul style="list-style-type: none"> <li>◦ Questionnaires</li> <li>◦ Interviews - structured and unstructured</li> </ul> </li> <li>• Correlations - Analysis of the relationship between co-variables - The difference between correlations and experiments.</li> <li>• Content Analysis</li> </ul>
<b>Disciplinary Knowledge – The Knowledge Scientists Need So They Can Collect, Understand And Evaluate</b>	<ul style="list-style-type: none"> <li>• Designing and conducting research.</li> <li>• Analysing and interpreting research data.</li> <li>• Studying case studies.</li> </ul>

<b>Scientific Evidence</b>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Essay Writing</li> <li>• Evaluation – strengths and weaknesses of research/theories</li> <li>• Critical Thinking</li> <li>• Research Skills</li> <li>• Group Work</li> </ul>
<b>Links To Prior Learning</b>	<ul style="list-style-type: none"> <li>• Linked to all topics in Psychology in Years 12 and 13.</li> </ul>
<b>Literacy/ Numeracy</b>	<ul style="list-style-type: none"> <li>• Inferential testing.</li> <li>• Data handling and interpretation.</li> <li>• Drawing and interpreting graphs.</li> <li>• Choosing appropriate statistical tests.</li> </ul>
<b>Cross Curricular</b>	<ul style="list-style-type: none"> <li>• Statistical testing in Maths.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Exam Paper – AQA</li> </ul>