

Psychology Curriculum Overview – Year 13 A Level

| Sequencing of topics | What knowledge will students develop? (Including key terminology) | What skills will students develop? (Including literacy & numeracy) | Assessment opportunities | Homework opportunities | Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers) | Curriculum links |
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| Autumn Term 1 | | | | | | |
| BioPsychology | <ul style="list-style-type: none"> The divisions of the nervous system: central and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline. Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, | <p>Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p> | <p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> | <p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p> | <p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> (UV)Grateful when understanding how Psychological knowledge and understanding has developed and improved over time. (GV)Service and Sacrifice in the context of the theoretical and empirical contributions made by research into bioPsychology (CV)Solidarity and common good in applying BioPsych approach to real life | <p>Links closely with the biological approach on the Approaches unit in Year 1 and Schizophrenia as well as aggression and Stress</p> |

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| | <p>auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.</p> <ul style="list-style-type: none"> • 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>(BV) Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining behaviour.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: CC Links to most other A Level and BTEC</p> | |
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| | | | | | <p>subjects. In particular, Biology, BTEC Applied Biology, BTEC Health and Social Care, Maths, BTEC Applied Psychology and BTEC Sports</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This Unit fits well with Careers in research, Healthcare and other fields where understanding the physical body is important such as Physiotherapy, Osteopathy and Pharmacy.</p> | |
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Autumn Term 2

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| <p>Research Methods</p> | <ul style="list-style-type: none"> Data handling and analysis Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data, including meta-analysis. Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, | <p>Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories,</p> | <p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> | <p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p> | <p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> (UV) United in Harmony when discussing the impact of research on the scientific community and how it impacts wider, local and international communities. (GV) Truth and Justice when | <p>Research methods is applied assessed on all three papers and in the context of all units. It is an applied skill and students are expected to make links through evaluation as well as application.</p> |
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| | <p>median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.</p> <ul style="list-style-type: none"> • Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. • Inferential testing • Students should demonstrate knowledge and | <p>research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p> | <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> | | <p>looking at the integrity of empirical research and the heavy price we can pay for fraudulent or faulty research</p> <ul style="list-style-type: none"> • (CV) Solidarity and common good when discussing the importance of scientific research <p>(BV) The rule of law when understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, | |
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| | <p>understanding of inferential testing and be familiar with the use of inferential tests.</p> <ul style="list-style-type: none"> • 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. | | | | <p>for example, the impact of research on the economy and health policy.</p> <ul style="list-style-type: none"> • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. Research Methods is a transferable skill which can be useful in almost any career and workplace.</p> | |
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Spring Term 1

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| Issues and debates | <ul style="list-style-type: none"> • Gender and culture in Psychology – universality and bias. | Knowledge and understanding of psychological concepts, theories, | Range of Formal and informal assessments including: | Seneca Learning Revision for in class assessments | This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values . | Issues and Debates underpin all units and is used |
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| | <p>Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <ul style="list-style-type: none"> • 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. | <p>research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p> | <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> | <p>Flipped Learning tasks</p> | <p>In particular:</p> <ul style="list-style-type: none"> • (UV) Faith filled and hopeful issues and debates lends itself to discussion and reflection on our role in the world • (GV) Forgiveness and mercy when looking at debates such as determinism • (CV) Rights and responsibilities as Psychologist when considering gender and culture bias in research <p>(BV) Law: Ethical implications of research. What is Law and what is 'Ethics'</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading | <p>synoptically across the course.</p> |
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Ethical implications of research studies and theory, including reference to social sensitivity.

- Building Schema and connections to the wider world
- Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy.
- Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use.

Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics and Philosophy and Ethics

Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. Studying Issues and debates gives students a wealth of knowledge and skill that is transferable to most careers but especially Law, Academia, Medicine and Science related careers.

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| <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 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 | <p>Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p> | <p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> | <p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p> | <p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • (UV) Listening and attentive. Exploring how they feel about mental health and misconceptions they may have. • (GV) Dignity and compassion. Are all treatments ethical and treat patients with dignity and Compassion • (CV) Rights and responsibility of those that are suffering with mental health issues and those who care for them from family to professionals and govts) <p>(BV) Individual liberty. Are treatments ethical in allowing individuals freedom of choice. Can some be used for social control by governments</p> <p>Cultural Capital:</p> | <p>Closely links to Psychopathology and Bio Psychology</p> |
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| | <p>treatment of schizophrenia. Token economies as used in the management of schizophrenia.</p> <ul style="list-style-type: none"> • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model | | | | <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: Links to most other A Level and BTEC subjects. In particular, Biology, BTEC Applied Biology, BTEC Health and Social Care, Maths, BTEC Applied Psychology</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular</p> | |
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| | | | | | opportunities to explore the many areas of work that Psychology can lead to. In Particular the NHS and Healthcare settings | |
| Summer Term 1 | | | | | | |
| Relationships | <ul style="list-style-type: none"> The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship | <p>Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p> | <p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> | <p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p> | <p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> (UV) Serviam How we serve others in romantic relationships. Are they about equality or equity (GV) Forgiveness and mercy when exploring the breakdown of relationships (CV) Dignity of the human person in understanding the impact of virtual relationships <p>(BV) Individual Liberty</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and Psychological terminology to improve literacy Widen students' contextual | <p>Links to Approaches, attachments and issues and debates</p> |

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| | <p>breakdown: intra- psychic, dyadic, social and grave dressing phases.</p> <ul style="list-style-type: none"> • Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. <p>Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</p> | | | | <p>understanding with a 'watchlist', signposting high quality documentaries films and reading</p> <ul style="list-style-type: none"> • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: Links to most other A Level and BTEC subjects. In particular, Biology, BTEC Applied Biology, BTEC Health and Social Care, Sociology, English, Philosophy and Ethics and RS</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. In particular Relationships Counselling, Therapy, Coaching and more.</p> | |
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Summer Term 2

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| <p>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 theory as applied to human aggression, and de-individuation. • Institutional aggression in the context of prisons: dispositional and situational explanations. • Media influences on aggression, including | <p>Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill)</p> <p>Apply psychological knowledge and understanding to novel scenarios (AO2 Skill)</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill)</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)</p> | <p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment (with integrated RM where appropriate)</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> | <p>Seneca Learning</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p> | <p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • (UV) Courageous and resilient when explaining aggression and exploring how to avoid it – ‘Doing the right thing’ • (GV) Tolerance and peace can link well to the whole topic • (CV) Rights and responsibilities when discussing the impact of aggression and deindividuation or personal responsibility <p>Individual Liberty. Do we have a right to aggressive behaviour through freedom of choice? Determinisms VS free will.</p> <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students’ contextual | <p>Links to approaches, biopsychology and Social Psychology, and issues and debates</p> |
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| | <p>the effects of computer games. The role of desensitisation, disinhibition and cognitive priming</p> | | | | <p>understanding with a 'watchlist', signposting high quality documentaries films and reading</p> <ul style="list-style-type: none"> • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: Links to most other A Level and BTEC subjects. In particular, Biology, BTEC Applied Biology, BTEC Health and Social Care, Maths, BTEC Applied Psychology, Sociology, English</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. In Particular the NHS and Healthcare settings, Law, Police and Youth Justice.</p> | |
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