

St Mary's CE High School Curriculum Map 2023-4
Psychology Year 13



| | Autumn 1a | Autumn 1b | Spring 2a | Spring 2b | Summer 3a | Summer 3b |
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| CONTENT <i>Declarative / core / powerful Knowledge – ‘Know What’</i> | Research Methods continued (depending on Year 12 progress): <ul style="list-style-type: none"> • Peer review • Economic implications • Reliability • Validity • Features of science • Reporting psychological investigations • Analysis and interpretation of correlation • Levels of measurement: nominal, ordinal and interval. • Content analysis • Probability and significance • Inferential Statistic Issues and debates in Psychology: <ul style="list-style-type: none"> • Gender and culture bias • Free will and determinism • The nature-nurture debate • Holism and reductionism | Issues and debates in Psychology: <ul style="list-style-type: none"> • Gender and culture bias • Free will and determinism • The nature-nurture debate • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications of research studies | Relationships: <ul style="list-style-type: none"> • Evolutionary explanations for partner preferences • Factors affecting attraction in romantic relationships • Theories of romantic relationships • Virtual relationships in social media • Parasocial relationships | Schizophrenia: <ul style="list-style-type: none"> • Classification of schizophrenia • Biological explanations for schizophrenia • Psychological explanations for schizophrenia • Drug therapy • Cognitive behaviour therapy • Family therapy • Token economies • Interactionist approach to explaining and treating schizophrenia | Forensic Psychology: <ul style="list-style-type: none"> • Offender profiling • Biological explanations of offending behaviour • Psychological explanations of offending behaviour • Dealing with offending behaviour | Revision and exam preparation (backwards) Paper 3 – Recap of each topic and exam questions. Paper 2 – Recap of each topic and exam questions. Paper 1 – Recap of each topic and exam questions. |

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| | <ul style="list-style-type: none"> • Idiographic and nomothetic approaches • Ethical implications of research studies | | | | | |
| Skills <i>Procedural Knowledge – ‘Know How’</i> | <p>Assessments include a variety of questions such as multiple choice, short answer and extended writing/essays, which assess knowledge (AO1), understanding/application (AO2) and evaluation/synthesis skills (AO3). Knowledge and understanding of research methods, research skills and mathematical skills will be developed across the two years.</p> <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of psychological concepts, theories, treatments, research studies, research methods and ethical issues in relation to topics within each exam paper. • AO2: apply psychological knowledge and understanding of the specified content from each paper in a range of contexts • AO3: analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to topics within each exam paper. <p>Students will develop their skills in planning, writing and marking answers assessing each Assessment Objective. Students will also develop their critical analysis, debating, independent learning and team work skills within lessons.</p> | | | | | |
| Key Questions | <p>How is psychological research carried out? How do we assess, analyse and evaluate findings from psychological research? What are some of the important arguments in relation to conducting research and explaining behaviour? What are some of the issues with the theories and research within psychology? Why do we form romantic relationships? What causes attraction in romantic relationships? Why are some relationships successful and some breakdown? Are there such things as 'real' and 'not-real' relationships, and if so, why are these formed and are they different? How do we diagnose schizophrenia? What are the issues with the diagnoses? What are the different explanations for schizophrenia? What are the different treatments available for schizophrenia and how effective are they? What methods are used to catch criminals? What are the different explanations for why people engage in criminal activities? What are the different methods used to deal with criminal behaviour and how effective are they?</p> | | | | | |
| Assessment | <p>Paper 2: Psychology in context</p> <p>Section A: Approaches in Psychology</p> <p>Section B: Biopsychology</p> | <p>Section C: Research methods</p> | <p>Paper 3: Issues and options in Psychology</p> <p>Section A: Issues and debates in Psychology</p> | <p>Section B: Relationships, gender or cognition development</p> <p>Section C: Schizophrenia, eating behaviour or stress</p> | <p>Section D: Aggression, forensic Psychology or addiction</p> <p>Section D: Psychopathology</p> <p>Continual class assessments which</p> | |

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| | | | | | include summative evaluations and weekly self - assessments as well as peer assessments. | |
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