

CURRICULUM PROVISION MAP & PERSONALISED PATHWAYS - 2019-2020

SUBJECT: Psychology						
YEAR: 13						
ACCREDITATION ENTITLEMENT: A level Psychology (AQA) – Spec Code 7182						
QAN code: 601/4837/8; 601/4838/X						
	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
BIG QUESTION	<p>*How does someone recover from significant brain trauma?</p> <p>*Is there a 'right' way of investigating human & animal behaviour?</p>	<p>*How does Biology and Psychology differ in their explanation of schizophrenia?</p> <p>*How does Biology and Psychology differ in their treatment of schizophrenia?</p>	<p>*How are virtual/online relationships different from offline relationships?</p> <p>*Why do people form, maintain and leave romantic relationships?</p>	<p>*How does psychology explain offending behaviour?</p> <p>*How does psychology profile offender behaviour?</p>	<p>*When is it appropriate to question the reliability and validity of research procedures and findings?</p> <p>*Which statistical test should be used with particular types of data?</p>	
Learning being delivered: (Identify key knowledge & skills of each unit expected for each pupil group as minimum)						
STUDENT GROUPS	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
	<p>BioPsychology</p> <p>*Localisation of function in the brain & hemispheric lateralisation: motor, somatosensory, visual, auditory & language centres; Broca's & Wernicke's areas, split brain research. *Plasticity and</p>	<p>Schizophrenia</p> <p>* Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations & delusions. Negative symptoms of schizophrenia, including speech poverty & avolition. *Reliability & validity in diagnosis &</p>	<p>Relationships</p> <p>*The evolutionary explanations for partner preferences, including the relationship between sexual selection & human reproductive behaviour. *Factors affecting attraction in romantic</p>	<p>Forensic Psychology</p> <p>*Problems in defining crime. Ways of measuring crime, including official statistics, victim surveys & offender surveys. * Offender profiling: the top-down approach, including organised &</p>	<p>Research Methods</p> <p>Content analysis. Case studies. The role of peer review in the scientific process. The implications of psychological research for the economy. Reliability across all methods of investigation. Ways of assessing reliability: test-retest & inter-observer;</p>	

<p>functional recovery of the brain after trauma. *Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) & event-related potentials (ERPs); post-mortem examinations. *Biological rhythms: circadian, infradian & ultradian & the difference between these rhythms. *The effect of endogenous pacemakers & exogenous zeitgebers on the sleep/wake cycle.</p> <p>Issues and Debates</p> <p>*Gender & culture in psychology – universality & bias. Gender bias including androcentrism & alpha & beta bias; cultural bias, including ethnocentrism & cultural relativism. *Free will & determinism: hard determinism & soft</p>	<p>classification of schizophrenia, including reference to co-morbidity, culture & gender bias & symptom overlap. * Biological explanations for schizophrenia: genetics, the dopamine hypothesis & neural correlates. *Psychological explanations for schizophrenia: family dysfunction & cognitive explanations, including dysfunctional thought processing. * Drug therapy: typical & atypical antipsychotics. *Cognitive behaviour therapy & family therapy. Token Economies. * The importance of an interactionist approach in explaining & treating schizophrenia; the diathesis-stress model.</p>	<p>relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes & complementarity. *Theories of romantic relationships: social exchange theory, equity theory & Rusbult's investment model of commitment, satisfaction, comparison with alternatives & investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social & grave dressing phases. * Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. * Parasocial relationships: levels of parasocial relationships, the absorption addiction</p>	<p>disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. * Biological explanations of offending behaviour: an historical approach (atavistic form); genetics & neural explanations. *Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning & cognitive distortions, including hostile attribution bias & minimalisation; differential association theory; psychodynamic explanations. * Dealing with offending behaviour: the aims of custodial sentencing & the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management & restorative justice programmes.</p>	<p>improving reliability. Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity & temporal validity. Assessment of validity. Improving validity. Features of science: objectivity & the empirical method; replicability & falsifiability; theory construction & hypothesis testing; paradigms & paradigm shifts. Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion & referencing. Presentation & display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. Distributions: normal & skewed distributions; characteristics of normal & skewed distributions. Analysis & interpretation of correlation, including correlation coefficients. Levels of measurement: nominal, ordinal & interval. Content analysis & coding. Thematic analysis.</p>	
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	<p>determinism; biological, environmental & psychic determinism. The scientific emphasis on causal explanations. *The nature-nurture debate: the relative importance of heredity & environment in determining behaviour; the interactionist approach. * Holism & reductionism: levels of explanation in psychology. Biological reductionism & environmental (stimulus-response) reductionism. * Idiographic & nomothetic approaches to psychological investigation. *Ethical implications of research studies & theory, including reference to social sensitivity.</p>		<p>model & the attachment theory explanation.</p>		<p>Probability & significance: use of statistical tables & critical values in interpretation of significance; Type I & 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 & Chi-Squared test.</p>	
Subject specific thinking skill(s)						
	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
	<p>Skill 1 - Information Gathering (AO1) Skill 2: Understanding and Comprehension (AO1) Skill 3: Application (AO2)</p>	<p>Skill 1 - Information Gathering (AO1) Skill 2: Understanding and Comprehension (AO1) Skill 3: Application (AO2)</p>	<p>Skill 1 - Information Gathering (AO1) Skill 2: Understanding and Comprehension (AO1) Skill 3: Application (AO2)</p>	<p>Skill 1 - Information Gathering (AO1) Skill 2: Understanding and Comprehension (AO1) Skill 3: Application (AO2)</p>	<p>Skill 1 - Information Gathering (AO1) Skill 2: Understanding and Comprehension (AO1) Skill 3: Application (AO2) Skill 4: Evaluation and Critiquing (AO3)</p>	

	Skill 4: Evaluation and Critiquing (AO3) Skill 5: Evaluation and Critiquing (AO3)	Skill 4: Evaluation and Critiquing (AO3) Skill 5: Evaluation and Critiquing (AO3)	Skill 4: Evaluation and Critiquing (AO3) Skill 5: Evaluation and Critiquing (AO3)	Skill 4: Evaluation and Critiquing (AO3) Skill 5: Evaluation and Critiquing (AO3)	Skill 5: Evaluation and Critiquing (AO3)	
3Cs (Curiosity, Collaboration, Creativity)						
	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
Curiosity Collaboration Creativity	Curiosity - Learning how brains are mapped, and why certain traumas can demonstrate plasticity. Collaboration – working with the Biologist to dissect a lamb brain to see neural structures.	Creativity – learning how to create a Moviemaker video of the positive/negative symptoms of schizophrenia.	Curiosity – learning about why non-human animal behaviour sexual selection is different to human reproductive behaviours. Collaboration – working with the animal handlers at Cotswold Wildlife park to understand sexual selection in non-human animals	Creativity – learning about how to create a news-style report detailing the problem of recidivism in relation to custodial sentencing. Curiosity – using the case of Ted Bundy to explain how offenders are profiled and caught.	Collaboration – working in pairs to design, observe and analyse data in relation to hypothesis testing.	
Assessment data evidence base:						
STUDENT GROUPS	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
	Assessment point 1 (October 2019) – a 1-hour examination paper assessment based on AQA exam requirements.	Mock examinations in early December 2019 – 2 x 2-hour examination paper assessment based on AQA exam requirements	Assessment point 3 – (February 2020) – 2 x 2-hour examination papers assessment based on AQA exam requirements.	Assessment point 4 – (late March 2020) – 3 x 2-hour examination papers assessment based on AQA exam requirements.	Assessment point 5 - Final assessment – 3 x 2-hour examination paper assessments based on AQA exam requirements.	

Planned literacy & numeracy (include target subject specific language)						
STUDENT GROUPS	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
	<p>Literacy: Key vocabulary includes: hemispheric lateralisation: somatosensory, Auditory. Plasticity, functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) & event-related potentials (ERPs). Circadian, infradian & ultradian rhythms. Endogenous pacemakers & exogenous zeitgebers. Universality & bias. androcentrism & alpha & beta bias, ethnocentrism & cultural relativism. Free will & determinism: hard determinism & soft determinism; biological, environmental & psychic determinism. Interactionist approach. Holism & reductionism. Biological reductionism & environmental (stimulus-response) reductionism.</p>	<p>Literacy: Key vocabulary includes: Classification, Positive symptoms, hallucinations& delusions. Negative symptoms, speech poverty & avolition. Reliability & validity in diagnosis & classification co-morbidity, symptom overlap. The dopamine hypothesis & neural correlates. Family dysfunction & Dysfunctional thought processing. Typical & atypical antipsychotics. Token Economies. Diathesis-stress model.</p>	<p>Literacy: Key vocabulary includes: Evolutionary explanations, sexual selection & human reproductive behaviour. Self-disclosure; matching hypothesis; filter theory, social demography, similarity, complementarity. Social exchange, equity, investment models. Phase models of relationship breakdown: intra-psychic, dyadic, social & grave dressing phases. Absence of gating. Parasocial relationships; absorption addiction model.</p>	<p>Literacy: Key vocabulary includes: Victim surveys & offender surveys. Offender profiling: the top-down approach, the bottom-up approach, Atavistic form. Neural explanations. Eysenck's theory of the criminal personality; Moral reasoning & cognitive distortions, including hostile attribution bias & minimalisation; differential association theory; psychodynamic explanations. Custodial sentencing Recidivism. Behaviour modification Restorative justice programmes.</p>	<p>Numeracy: Distributions: normal & skewed distributions; characteristics of normal & skewed distributions. Analysis & interpretation of correlation, including correlation coefficients. Probability & significance: use of statistical tables & critical values in interpretation of Significance. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test & Chi-Squared test.</p>	

	Idiographic & nomothetic approaches social sensitivity.					
Enrichment & Enhancement (trips, visitors, links etc)						
STUDENT GROUPS	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
	Dissection of lamb brains to be able to illustrate key neural areas we are studying.	Outside speaker from Warneford hospital, Oxford about schizophrenia treatment?	OSLO to Cotswold Wildlife park to see sexual selection behaviour in non-human animals.	Outside speaker from HMP Bullingdon/Thames Valley Police representative?	Tutor2U conference on Paper 2 – research methods investigation.	
SMSC / British Values						
	TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	
Individual liberty Mutual respect Tolerance of different culture & religion Rule of Law Democracy	Tolerance of different culture & religion – through understanding how cultural bias, ethnocentrism and eurocentrism affect psychological research.	Individual liberty – through understanding how important it is that the diagnosis & classification of schizophrenia is correct, as when sectioned under the Mental Health Act, individual liberty can be removed. Mutual respect – through understanding	Mutual respect – through understanding that people form, maintain & dissolve relationships for many different reasons, theoretical or otherwise. Tolerance of different culture & religion – through understanding how relationships can	Rule of Law – through understanding how offenders are managed and why recidivism is such a problem in the UK. Democracy – through understanding the process of offender profiling and the use of custodial sentencing to protect other citizens.	Mutual respect – through understanding that psychologists use different research methods & statistical techniques to test their hypotheses. Tolerance of different culture & religion – through understanding that psychologists from different cultures and of different religions may choose to study	



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		that schizophrenia is a serious mental health condition that can be debilitating for people.	differ across cultures, religion and time.	Individual liberty – through understanding that some offenders will need to be managed through custodial sentencing, and have their individual liberty removed.	socially sensitive areas of enquiry.	
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