Programme of study for Year 13 Psychology

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	EXAM PERIOD
From: September **To:** Mid-November	**From:** Mid - November **To:** December	**From:** January **To:** February	**From:** February **To:** April	**From:** April **To:** May	
Topics covered: Year 2 Research Methods Issues and Debates Relationships **Sub-topics:** 1. Mann – Whitney and Wilcoxon 2. Unrelated and related t-tests 3. Spearman's and Pearson's 4. Chi-Squared 5. Reporting Psychological Investigations 6. Features of Science 7. Sexual selection and human reproductive behaviour 8. Factors affecting attraction	**Topics covered:** Year 2 Relationships Issues and debates Schizophrenia **Sub-topics:** 1. Theories of romantic relationship 2. Virtual relationships in social media 3. Parasocial relationships 4. Gender Bias 5. Culture Bias 6. Free Will 7. Determinism 8. Biological explanations for Schizophrenia 9. Psychological explanations for schizophrenia 10. Biological therapies for schizophrenia	**Topics covered:** Schizophrenia Forensic Psychology Recap lessons **Sub-topics:** 1. Defining and measuring crime 2. Offender profiling *The Top-down approach* *The Bottom-up Approach* 3. Biological explanations *Atavistic Form* *Genetic and neural explanations* 4. Psychological explanations *Eysenck's theory* *Cognitive explanations*	**Topics covered:** Forensic Psychology Recap lessons **Sub-topics:** 6. Defining and measuring crime 7. Offender profiling *The Top-down approach* *The Bottom-up Approach* 8. Biological explanations *Atavistic Form* *Genetic and neural explanations* 9. Psychological explanations *Eysenck's theory* *Cognitive explanations*	**Topics covered:** Revision **Sub-topics:** 1. Caregiver-infant interactions 2. Development of attachment 3. Animal studies of attachment 4. Explanations of attachment: Learning theory and Bowlby's theory 5. Ainsworth's Strange Situation 6. Cultural variations in attachment 7. Bowlby's theory of maternal deprivation 8. Romanian Orphan Studies: Effects of institutionalisation	

Recovery curriculum taught alongside this (ongoing) **Skills:** AO1 - knowledge and understanding	11. Psychological therapies for schizophrenia 12. The Interactionist approach to Schizophrenia Recovery curriculum taught alongside this (ongoing) **Skills:** AO1 - knowledge and understanding AO2 - application AO3 - analysis and evaluation	*Differential association theory* *Psychodynamic explanations* 5. Dealing with offender behaviour *Custodial sentencing* *Behaviour modification in custody* *Anger management* *Restorative Justice* Recovery curriculum taught alongside this (ongoing) **Skills:** AO1 - knowledge and understanding	*Differential association theory* *Psychodynamic explanations* 10. Dealing with offender behaviour *Custodial sentencing* *Behaviour modification in custody* *Anger management* *Restorative Justice* Recovery curriculum taught alongside this (ongoing) **Skills:** AO1 - knowledge and understanding	9. Influence of early attachment Recovery curriculum taught alongside this (ongoing) **Skills:** AO1 - knowledge and understanding	

AO2 - application AO3 - analysis and evaluation		AO2 - application AO3 - analysis and evaluation	AO2 - application AO3 - analysis and evaluation	AO2 - application AO3 - analysis and evaluation	
Key Learning Outcomes (students should know): • 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 breakdown:	**Key Learning Outcomes (students should):** • 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.	**Key Learning Outcomes (students should):** • Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. • Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. • Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory;	**Key Learning Outcomes (students should):** • Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. • Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. • Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory;	**Key Learning Outcomes (students should):** • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan	

intra-psychic, dyadic, social and 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	• 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.	psychodynamic explanations. • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.	psychodynamic explanations. • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.	studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.	
End of term 1 assessment to cover: Students will complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered during the term.		**End of term 2 assessment to cover:** Students will also complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered since the start of the year, but in a random order to further build R&R.		**End of year assessment to cover:** Students will complete Year 13 internal exams prior to completing external examinations. These papers will consist of all the topics taught in Year 12 and Y13 (the entire Paper 1, Paper 2 and Paper 3). Students will also complete in-class assessments (timed essays) throughout the term. These will cover all the topics covered since the start of the year, but in a random order to further build R&R.	
Building understanding and Rationale / breakdown for your sequence of lessons: Research methods is taught at the beginning of Y13 and incorporates the concepts covered in Year 1 Research Methods as it is deemed to be the most challenging topic according to examiner commentary. I therefore like to provide students with further opportunity to consolidate knowledge before exams. The Sub-Topics are covered in a sequence that allows students to build on their previous knowledge. For example, to understand issues with research covered in Relationships, Schizophrenia and Forensic psychology - students need to first have strong grasp of the key features of science (a component of research methods). Similarly, there are links across different topics. For example, research methods sets the foundation for students to effectively evaluate key research theories and experiments. Therefore, attention is given to drawing out links with other topics studied in the AQA Psychology specification so students can gain deeper insight into concepts covered which should be reflected in their evaluation of theories. At the end of each Sub-Topic, students will have the opportunity to practice exam questions and develop their exam techniques so that, by the end of the year, they would have seen and worked on an essay/exam question for each topic. In addition, they will have regular in-class assessments.					
Home Learning: Students will be set regular compulsory HL tasks. These will include reading ahead of the next lesson's topic, completing worksheets for further development of AO1 and AO2 skills, reading the Psychology Review or online articles and linking them to the content under study. In addition, students will also be given advice on how to use their LRCG and NCP time effectively and productively. These 'suggested', non-compulsory, tasks will include carrying out their own research, reading newspapers for the most up to date current events linked to the subject content, watching online documentaries, reading around the subject through the non-set textbooks available in the library, etc. Both HL and 'suggested' activities are pre-planned, however, if a current events occur that link to the content covered, the HL will change.					

Reading / literacy: Development of literacy is innate to T&L of Psychology and it covers all aspects of literacy and communication skills: reading of texts, extended (essay) writing, speaking and listening (including discussions of sociological theories and evidence) and introduction of new vocabulary as well as emphasising the importance of SPaG.
Numeracy: Numeracy is developed through coverage of Research Methods which has a key focus on mathematical skills and statistical analysis. In addition to this, students are encouraged to complete experiments and analysis of data presented in a variety of forms including bar and line graphs, pie charts and statistical tables. For example, students have to be able to identify the appropriate statistical test to use and complete their own statistical analysis
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): Students are provided with the 'Independent enrichment activities list' which includes a reading list, documentaries, independent research suggestions, online resources and activities students can complete independently. In addition, students are encouraged to independently pursue Sociology related enrichment activities such as attending taster courses, masterclasses and lectures. These are promoted by teachers in lessons.