

Subject Psychology

Year 13

Curriculum Overview



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<p>Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.</p>	<ul style="list-style-type: none"> • Biopsychology • Approaches • Debates 	<ul style="list-style-type: none"> • Gender • Issues and debates 	<ul style="list-style-type: none"> • Eating behaviour • Research methods 	<ul style="list-style-type: none"> • Research methods • Forensics 	Revision	
<p>Additional support links: Here are links to additional resources which will help your child</p>	Quizlet Link	Quizlet Link	Quizlet Link	Quizlet Link	Quizlet Link Quizlet Link	
<p>Knowledge: Included here is the specific knowledge your child will learn in detail</p>	<ul style="list-style-type: none"> • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. • Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. • Comparison of approaches. • 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, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and 	<ul style="list-style-type: none"> • Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory. • The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. • Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory. • Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. 	<ul style="list-style-type: none"> • Explanations for food preferences: the evolutionary explanation, including reference to neophobia and taste aversion; the role of learning in food preference, including social and cultural influences. • Neural and hormonal mechanisms involved in the control of eating behaviour, including the role of the hypothalamus, ghrelin and leptin. • Biological explanations for anorexia nervosa, including genetic and neural explanations. • Psychological explanations for anorexia nervosa: family systems theory, including enmeshment, autonomy and control; social learning theory, 	<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. 	<ul style="list-style-type: none"> • 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); 	

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	<p>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. • 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. 	<ul style="list-style-type: none"> • Social learning theory as applied to gender development. The influence of culture and media on gender roles. • Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria. • Gender and culture in Psychology – universality and bias. • Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. 	<p>including modelling, reinforcement and media; cognitive theory, including distortions and irrational beliefs.</p> <ul style="list-style-type: none"> • Biological explanations for obesity, including genetic and neural explanations. • Psychological explanations for obesity, including restraint theory, disinhibition and the boundary model. Explanations for the success and failure of dieting. • Content analysis and coding. Thematic analysis. 	<p>genetics and neural explanations.</p> <ul style="list-style-type: none"> • 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; 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. • The role of peer review in the scientific process. • The implications of psychological research for the economy., • Levels of measurement: nominal, ordinal and interval. 	
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<p>Skills: Included here is the specific skills your child will learn in detail</p>	<p>Students will be expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content evaluate therapies and treatments including in terms of their appropriateness and effectiveness. <p>Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed. These skills should be developed through study of the specification content and through ethical practical research activities, involving:</p> <ul style="list-style-type: none"> designing research analysing and interpreting data. <p>Students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the course as appropriate.</p>				<p>THE HART SCHOOL Creative Education Trust</p>
<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>Nature, nurture, free will, determinism, id, ego, superego, unconscious, psychosexual stages, denial, repression, projection, hierarchy of needs, self actualisation, conditions of worth, nomothetic, idiographic, reductionism, holism, free will, displacement, psychodynamic,</p>	<p>Culture bias, cultural relativism, androgyny, atypical, Oedipus, electra, turners syndrome, klinefelters syndrome, inventory, stereotypes, constancy, labelling, identification, internalisation</p>	<p>Leptin, ghrelin, hormones, enmeshment, autonomy, restraint theory, disinhibited eating, paradoxical, neophobia, taste aversion, lateral hypothalamus, ventromedial hypothalamus, cognitive distortions, reinforcement, modelling</p>	<p>Atavistic, top down, bottom up, profiling, hostile attribution bias, minimalization, recidivism, rehabilitation, restorative, incarceration, custodial sentence, organised, disorganised, amygdala, interval, ordinal, nominal, chi squared, spearman's rank, Mann Whitney U, Wilcoxon, Sign test, observed value, calculated value, type 1 error, type 2 error, probability, p value</p>	