



Year 13 Curriculum intent – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Unit: Biopsychology Unit: Research methods	Unit: Schizophrenia Unit: Research methods	Unit: Relationships Unit: Forensic Psychology	Unit: Relationships Unit: Forensic Psychology	Revision	Revision
Knowledge & Understanding	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, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and 		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 breakdown: intra-psychic, dyadic, social and grave dressing phases. 			



- functional recovery of the brain after trauma.
- 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.

Schizophrenia

- 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.

- 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 model and the attachment theory explanation.

Forensic Psychology

- 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; psychodynamic explanations.



- 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 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.

Research methods

- Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.
- Types of validity across all methods of investigation: face validity, concurrent validity,

- 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.



ecological validity and temporal validity. Assessment of validity. Improving validity.

- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.
- Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.
- Levels of measurement: nominal, ordinal and interval.
- Content analysis and coding. Thematic analysis.
- 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.					
Assessment	End of Unit Assessment	End of Unit Assessment & mock exams	End of Unit Assessment	End of Unit Assessment & mock exams	Summer series exams	Summer series exams
Why this? Why now?	<p><u>Biopsychology</u> Starting the new academic year with biopsychology allows for students to recap biopsychology from Yr12 as well as developing their biological vocabulary and understanding for the optional units in Yr13. This is especially applicable to forensic psychology and schizophrenia which have biological based subtopics such as neural and genetic application.</p> <p><u>Research methods</u> Students will be able to build on the RM skills developed in Year 12. Students will have an in depth understanding of both experimental and nonexperimental methods and some experience of applying this to novel situations. Students will have been introduced to the concept of statistical testing and this is extended in the first weeks of Year 13.</p>		<p><u>Relationships & Forensic Psychology</u> Gives students a chance to practice/recall/test their knowledge, understanding, retention and skills from Psychology. Testing formatively gives students the chance to synoptically link various concepts, theories, topics and skills from across the subject. This should be demonstrated through various types of questioning. Allows for more complex biopsychology, RM and issues and debates to be understood in a wider, contemporary context.</p>		<p>In the final two terms all teaching of new content has been completed. Students will use remaining time to revise all prior topics. Lessons will be spent reteaching and reassessing students on prior content from all three papers. This will include weekly assessment of exam papers. Content that will be retaught which focuses on areas of identified weakness in assessments, areas students lack confidence and areas likely to emerge in this year's exam.</p>	
Skills & Characteristics	Critical Thinking Wider Application Analysis Resourcefulness	Writing skills Empathy Debate Resilience	Critical Thinking Wider Application Retention Resilience	Wider Application Analysis Resourcefulness		



	Retention Writing skills	Writing skills	Critical Thinking		
Aspirations & Careers	<ul style="list-style-type: none"> • Cognitive psychologist • Neuropsychologist • Neurologist • Dementia care nurse (Admiral nurse) • Brain injury support worker • Teacher • Social care worker • Educational psychologist • Lecturer in Cognitive Psychology • Research graduate • Logistics 	<ul style="list-style-type: none"> • Counsellor • Psychiatrist • Mental health nurse • General practitioner (GP) • Social care worker • Outreach worker • Charity mental health worker • School nurse • Forensic Psychologist/Scientist • Forensic anthropologist • Police force • Law/legal sector • Offender rehabilitation caseworker • Teacher in Psychology/Criminology • Prison officer • Prison counsellor 			
End points	<p>By the end of year 13, students will acquire knowledge and a critical understanding of Psychological Approaches, theories and core studies. In addition, they will build upon their foundational knowledge of core approaches to learn about additional topic areas, including Forensic Psychology, Psychology of Stress and Relationships. Students will develop a greater understanding of psychology through a Biological perspective, advancing their knowledge from year 12's Biological approach. They will be able to confidently evaluate theories and topics in real-world contexts such as culture, era, and gender and through developing and using their own evaluative academic voice. Year 13 students will build upon the mathematical skills built in year 12 and foreground their statistical abilities in Year 2 research methods. They will make synoptic connections across all units of study and display a command of specialist terminology in their oral discussions of debates in psychology and extended evaluative writing. Ultimately, students will become contemporary psychologists cognisant of how psychological theories change and develop over time and are influenced by modern breakthroughs in research.</p>				