

PSYCHOLOGY CURRICULUM MAP – YEAR 13

Term	Topic/Unit of work	Knowledge Skills	Assessment
Autumn 1	<p>Schizophrenia</p> <ul style="list-style-type: none"> • 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, the dopamine hypothesis and neural correlates • 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. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of Approaches independent work booklet • Key term test • Mock 1 year 13
	<p>Relationships</p> <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. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of Approaches independent work booklet • Key term test
Autumn term 2	<p>Relationships continued</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of Relationship independent work booklet • Key term test

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Collaborative working skills • Presentation skills • Analytical skills 	
	<p>Forensic Psychology</p> <ul style="list-style-type: none"> • Top down application of general principles • Bottom-up approaches • Biological explanations of offending behaviour Lombroso's atavistic form, Sheldon's somatotype Maturation retardation, hemispheric dysfunction, eg Raine et al • Psychological explanations of offending behaviour. Personality factors: • Eysenck's theory – the role of extraversion & neuroticism in offending. • Psychodynamic explanation: • Inadequate (weak deviant harsh) super ego. • Defence mechanisms – denial and rationalisation v displacement and sublimation. Maternal deprivation. • Learning explanation: • the role of conditioning, reinforcement and social learning. • Sutherland (1939) differential association theory. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of Forensic independent work booklet • Key term test
Spring Term 1	<p>Biopsychology</p> <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 functional recovery of the brain after trauma 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of Biopsychology independent work booklet • Key term test

	<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. 		
Spring 2	<p>Issues and Debates</p> <ul style="list-style-type: none"> • Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; • Cultural bias, including ethnocentrism and cultural relativism • 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 • Ethical implications of research studies and theory, including reference to social sensitivity 	<ul style="list-style-type: none"> • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Unit of end test • Completion of IDA independent work booklet • Key term test