

PCHS Curriculum Information

Course Title:Psychology	Exam Board: AQA	Specification Code:7182
How will students be assessed? Students will sit three external exams at the end of Year 13 Paper 1: Introductory Topics (Social influence, Attachment, Psychopathology and memory) Paper 2: Psychology in Context (Approaches in psychology. Biopsychology, Research methods) Paper 3: Issues and options in Psychology- Issues and debates and the options we study are Relationships, Schizophrenia and Forensic psychology 10% of the marks are from maths content All exams are 2 hours in length and worth 33.3% of the A level marks and are a combination of multiple choice questions, short answer and extended writing Biopsychology and Issues and Debates will be taught in an interleaving way to allow students to make sense of the Biopsychology unit through more debates and discussion with other points of view tying into Paper 3.		

KEY CONTENT	
Teacher 1	Teacher 2
Half Term 1: Research methods (4 weeks) Scientific processes - Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. Inferential testing Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. - 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	Half Term 1: 4.3.1 Issues and debates in Psychology - 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

design. When to use the following tests: Sign Test, Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.	reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Social sensitivity in psychological research
Half Term 1, 2 & 3: 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. • 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. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.	Half Term 2: 4.2.2 Biopsychology • 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. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. • 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.
Half Term 3 & 4: 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	Half Term 3 & 4: 4.3.2 Relationships • 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:

behaviour: 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. • 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.	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. • Online relationships: self-disclosure, use of deception, effects of absence of gating. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.
Half Term 5 Revision	Half Term 5 Revision