



## Year 13 Psychology Curriculum Overview

Psychology is the scientific study of the mind and how we behave. Students will have studied classic concepts and developed the necessary skill needed to understand psychological theory and research during their first year. In year 13, we move onto covering the rest of Paper 2 – *Psychology in Context* (33.3% of overall grade, 2 hours and 96 marks) and the more complex topics covered in Paper 3 – *Issues and Options in Psychology* (33.3% of overall grade, 2 hours and 96 marks). In year 12, students learn how to evaluate and interpret research findings allowing them to move onto designing research studies in year 13. We also study how we diagnose, explain and treat Schizophrenia, explore the reasons why people become criminals and affectionless psychopaths and investigate how children cognitively develop into adults. A key topic in psychology is that of Issues and Debates which addresses classic arguments regarding human behaviour like whether someone's disorder is due to nature or nurture. Many topics have synoptic links meaning students can talk about research and theories learned in one topic, whilst being assessed in a different one. Therefore, there are multiple opportunities and references made to year 12 content during this year. Although all examination skills are explored and assessed throughout the course, each half term will have a specific skill focus to ensure all skills are consistently applied but also forensically explored for thorough understanding of psychological study and application. These skills are addressed in the outline of each topic below.

| Term/Length of Time | Outline   | Assessment/Teacher Feedback Opportunities   | Homework and Literacy resources   |
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| Autumn term         | <p><b>Issues and debates</b></p> <p>This is a fantastic topic that pulls together all the content learnt across the two years of the A-level to thoroughly explore some of the key issues and debates in psychology. Key issues and debates involve: Nature vs Nurture, Gender and Cultural biases in research, ethical implications and Free will vs Determinism, to name a few! This is a really interesting topic for pupils to explore and sparks great discussions, particularly surrounding the fact that the vast majority of psychology research is conducted by white, middle-class, male Americans! It allows pupils to apply their knowledge from across the spec to these key issues and also doubles up as a great way to enhance their evaluations in essays across the course! In this topic pupils will have the opportunity to develop their debating skills and critical analysis of psychology as a whole! As this topic is very synoptic it has</p> | <p>The topic will include two formal assessments:-</p> <ol style="list-style-type: none"> <li>1) A 16 mark essay question</li> <li>2) An end of topic test comprised of both short and extended answer questions with some questions on the previous topic of research methods to support consistent revision of the whole course.</li> </ol> | <p><b>Recommended revision guide/textbooks for all topics in year 13:</b></p> <ul style="list-style-type: none"> <li>- AQA Psychology for A Level Year 2 &amp; A2: 2<sup>nd</sup> Edition by Cara Flannigan (TEXTBOOK)</li> <li>- AQA Psychology for A Level Year 2 &amp; A2 Revision Guide: 2<sup>nd</sup> Edition by Cara Flannigan (REVISION GUIDE)</li> </ul> <p>We also recommend <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> as they have detailed notes on every topic, every past paper, and past paper questions organised by topic. This is completely free!</p> |

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|  | cross over links with the whole of the psychology A-level course! This term the skill focus will be an emphasis on embedding issues and debates evaluation into other topics. |  | <p><b>Homework for all psychology topics:</b><br/> <i>In psychology, all topics have a similar homework structure:</i></p> <ol style="list-style-type: none"> <li><i>1. Revision resources are completed by the students and then checked after each topic by the teacher.</i></li> <li><i>2. Students will have weekly short answer questions on the previous topic taught to complete each week that will take them roughly 1 hour to revise and complete. Model answers to these questions are given in class for students to assess their progress. These questions are based on the previous topic as students will have exams at the end of year 13 on all topics taught so it is important students consistently revise all topics, not just the current one being taught</i></li> <li><i>3. Prior to the Autumn, Spring and Summer mock, a detailed revision schedule will be embedded in place of the weekly questions to give structure to students revision. This is not in place of all the revision they should do for these mock exams, more so it complements the independent study expected.</i></li> <li><i>4. Students are required to read a chapter of a book/research paper</i></li> </ol> |
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|             |  |   | that is linked to the topic they are studying. This reading is provided to the students.   |
|             | <p><b>Continue with biopsychology</b></p> <p>Students will continue with the latter half of biopsychology at the beginning of year 13. However, this term the focus is embedded psychological issues and debates into their evaluation so the evaluation will be taught with an emphasis on this.</p>                      | <p>The topic will include two formal assessments:-</p> <p>1) A 16 mark essay question (assessed in year 12)</p> <p>2) An end of topic test comprised of both short and extended answer questions with some questions on the previous topic of psychopathology to support consistent revision of the whole course.</p> | <p><b><u>Optional homework &amp; literacy resources BY TOPIC:</u></b></p> <p><b>Biopsychology</b></p> <p>Reading list:</p> <ul style="list-style-type: none"> <li>- <i>Reaching Down the Rabbit Hole</i> by Dr Allan</li> </ul> <p>Podcasts:</p> <ul style="list-style-type: none"> <li>- <i>Brain Science with Ginger Campbell</i> (links to cognitive neuroscience) (Spotify/Apple music)</li> </ul> |
| Autumn term | <p><b>Schizophrenia</b></p> <p>Schizophrenia is one of the most misunderstood mental health illnesses around today! Commonly mistaken for ‘split personality’, Schizophrenia involves an individual being unable to distinguish between their own thoughts/perceptions and reality as they experience symptoms such as</p> | <p>The topic will include two formal assessments:-</p> <p>1) A 16 mark essay question.</p> <p>2) An end of topic test comprised of both short and</p>   | <p>Documentaries/films:</p> <ul style="list-style-type: none"> <li>- <i>Memento</i></li> </ul> <p><b>Issues and Debates</b></p> <p>Reading list:</p>   |

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|             | <p>auditory hallucinations (hearing voices) and delusions of grandeur (i.e. believing they are god/famous). Within this topic, pupils will explore the complexities around diagnosis, biological and psychological explanations of schizophrenia as well as various treatments too! The aim of this topic is to provide an eye-opening insight into the experiences of those with schizophrenia but also to hopefully provide a more positive outlook on it – there are a variety of treatments and support out there for those who need it! There are also synoptic links with Schizophrenia and many other units the students will study over the two years, including 'Issues and debates' and 'Approaches'! Students should be able to make synoptic links between all of their topics to reduce how much content they need to revise, therefore, this skill will be a focus this term in preparation for the summer exams.</p> | <p>extended answer questions with some questions on the previous topic of Issues and Debates to support consistent revision of the whole course.</p>  | <ul style="list-style-type: none"> <li>- <i>Themes, Issues and Debates in Psychology by Gross (Degree level book)</i></li> </ul> <p>Podcasts:</p> <ul style="list-style-type: none"> <li>- <i>Hidden Brain (50 minute episodes on sources from around the world – links to humanistic psychology) (Spotify/Apple music)</i></li> </ul> <p>Documentaries/films:</p> <ul style="list-style-type: none"> <li>- <i>Three Identical Strangers (links to nature vs nurture debate)</i></li> </ul> <p><b>Schizophrenia</b><br/>Reading list:</p> <ul style="list-style-type: none"> <li>- <i>The Man who Mistook his Wife for a Hat by Oliver Sacks</i></li> <li>- <i>Hidden Valley by Robert Kolker</i></li> </ul> <p>Documentaries/films:</p> <ul style="list-style-type: none"> <li>- <i>A Beautiful Mind</i></li> <li>- <i>One Flew Over the Cuckoo's Nest (Rated 18)</i></li> <li>- <i>Psychopath with Piers Morgan (psychopathology, schizophrenia, forensic psychology)</i></li> </ul> <p><b>Forensic psychology</b><br/>Reading list:</p> <ul style="list-style-type: none"> <li>- <i>Reaching Down the Rabbit Hole by Dr Allan Ropper</i></li> <li>- <i>The Silent Patient by Alex Michaelides</i></li> <li>- <i>The Psychopath Test by John Ronson</i></li> </ul> |
|             | <p><b>Forensic psychology</b><br/>Ever wondered why criminals do what they do? What might have caused Jeffrey Dahmer or Ted Bundy to become psychopaths? Forensic psychology examined the 'why' behind criminal behaviours. These questions have been asked for decades so students will explore modern explanations and research into criminal behaviour. We also study how psychological theory can help us profile and catch criminals in Britain and the US and how judicial systems work and their effectiveness. Students should be able to make synoptic links between all of their topics to reduce how much content they need to revise, therefore, this skill will be a focus this term in preparation for the summer exams.</p>  | <p>The topic will include two formal assessments:-</p> <ol style="list-style-type: none"> <li>1) A 16 mark essay question with a scenario to apply theory to.</li> <li>2) An end of topic test comprised of both short and extended answer questions and some questions with some questions on the previous topic of biopsychology to support consistent revision of the whole course.</li> </ol> |  |
| Spring term | <p><b>Research methods part 4</b><br/>In year 13, research methods focusses on statistical analysis; once we've conducted our research using research methods learnt in year 12, how do we conclude whether results are significant or not?</p>   | <p>The topic will include two formal assessments:-</p> <ol style="list-style-type: none"> <li>1) A 12 mark essay question where students have to design a study and justify their choices.</li> </ol>   |  |

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|             | <p>Pupils will learn how to carry out the Binomial sign test as well as the purpose of and when to use various other statistical tests to analyse data, such as Spearman's Rho and Chi squared. Alongside this, pupils will also develop their 'research designing' skills as we bring together their research methods knowledge across the two years to allow them to create and design their own studies to answer 12-mark 'Design a study' questions in their a-level exam! Justification of research methods used in psychological research is an important skill focus this term.</p>   | <p>2) An end of topic test comprised of both short and extended answer questions with some questions on the previous topic of schizophrenia to support consistent revision of the whole course.</p>   | <p>Podcasts:</p> <ul style="list-style-type: none"> <li>- <i>The Forensic Psychology Podcast (Spotify/Apple music)</i></li> </ul> <p>Documentaries/films: (please be aware there are multiple trigger warnings with many forensic/criminal psychology films and series)</p> <ul style="list-style-type: none"> <li>- <i>Extremely wicked, shockingly evil and vile (About the psychopath Ted Bundy, starring Zac Effron – really good film, recommend it a lot)</i></li> <li>- <i>Ted bundy tapes</i></li> </ul> |
|             | <p><b>Cognition and development</b></p> <p>One of the more 'classic' aspects of psychological study, cognition and development attempts to tackle and study how children develop over time. Students will be exposed to some famous names in psychology like Piaget and Vygostky who studied children with the intent of finding out when they are able to understand object permanence and put themselves in others shoes. Understandably studying infants and trying to interpret what they mean come with many challenges, making this topic an excellent hub for debate and critical analysis.</p> <p>The psychology team will be knowledgeable of individual skill gaps in students through this two year course and receive personalised feedback. However, this term, any gaps that need addressing will be developed on a bespoke individual level with our students. For example, some students might still be struggling with applying theory to behavioural scenarios, where as some might have extended writing skill needs so these will be addressed both during the lesson and interventions.</p> | <p>The topic will include two formal assessments:-</p> <p>1) A 16 mark essay question based on research discussion.</p> <p>2) An end of topic test comprised of both short and extended answer questions with some questions on the previous topic of Forensic Psychology to support consistent revision of the whole course.</p> | <p><b>Cognition and Development</b></p> <p>Reading list:</p> <p><i>The Reason I jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism</i> by David Mitchell</p> <p>Documentaries/films:</p> <ul style="list-style-type: none"> <li>- <i>KIDS (a Channel 4 documentary series on children in care, filmed in Coventry)</i></li> <li>- <i>Inside the mind of 4 year olds (BBC Docuseries)</i></li> </ul>  |
| Summer term | <p><b>Revision for the summer exams based on analysis of data from the mocks and in class assessments. Students are encouraged to be knowledgeable of their own strengths and weaknesses to focus on this term, but are able to request specific revision where possible.</b></p>  | <p>Most assessment will be completed as self or peer assessment during this term. However, students will have the opportunity to complete extra essays and questions that can be marked by their teacher.</p>   | <p><b>Research methods</b></p> <p>Reading list:</p> <ul style="list-style-type: none"> <li>- <i>The Little Book of Psychology – Emily Ralls</i></li> <li>- <a href="https://www.bps.org.uk/about-psychologist">https://www.bps.org.uk/about-psychologist</a> - Link to 'The Psychologist' a magazine</li> </ul>  |

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|  |  | <p>There will also be an emphasis of revision schedules embedded this term.</p> | <p><i>published by the British Psychological Society.</i></p> <p>Podcasts:</p> <ul style="list-style-type: none"> <li>- <i>Speaking of Psychology (American Psychological Association discussing latest research) (Spotify/Apple music)</i></li> </ul> <p><i>Additionally, there are links to further reading and resources and exam questions at the end of each lesson. These are updated each year dependent on current topics in the news or better resources that are found. Every lesson is uploaded to the central system used by the students, making these links accessible following each lesson taught.</i></p> |
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