

Psychology Unit Overview Year 13

Unit: Biopsychology Year Two Material

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>During school closure psychology students finished the year one topic of Attachments and started year two topics of Relationships and Issues and Debates. Assessments were completed throughout school closure and feedforward activities will be discussed during the revisiting period. All students will revisit the material covered on Relationships and Issues and Debates on return to school in September and will be assessed on their understanding of key terminology and AO skills. Although this will initially occur during the first three weeks in September, it will continue throughout year two as the same theories and evaluation points are reapplied to different behaviours. Teachers will check students have notes from Lockdown and students will be fully caught up at the end of this three-week period. Those that are struggling will be able to find all resources on Sharepoint and will be closely monitored by their class teachers. The additional curriculum time will also allow for more recaps to take place. Closer to the exam period, revision in class and additional session will be offered.</p>				
Biopsychology	<p>Knowledge: Know the biological rhythms- circadian, ultradian and infradian, Endogenous Pacemakers & Exogenous Zeitgebers.</p> <p>Understanding: Students will have understanding of the different biological rhythms, applied to bodily rhythms, with reference to research studies.</p> <p>Skills: Define key terms associated with these biological processes; demonstrate independence; apply to novel situations, analyse and evaluate supporting research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to the Approaches topic and the biological approach</p> <p>Links made to year one Biopsychology</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

Unit: Research Methods Year Two Material

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Research Methods	<p>Knowledge: How to carry out a Content Analysis and associated advantages and disadvantages of this method, How to carry out a Case study and associated advantages and disadvantages of this method, How and when to use Inferential Statistics (eg; Chi square, T-Test and Pearson Rho), Different levels of Data and when they should be used.</p> <p>Understanding: Develop and demonstrate a deep appreciation of scientific methods. Know the strengths and limitations of a range of research methods and how to deal with issues surrounding their use. Be able to use inferential statistics to analyse data.</p> <p>Skills: Define key terms; demonstrate independence; apply understanding to research studies and evaluate methods.</p>	<p>Students will be able to confidently analyse, in detail, psychological research methods.</p> <p>Students will show a logical chain of reasoning in issues with using particular methods, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research methods.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to year one research methods</p> <p>Links to Memory and Attachments for case studies</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

Unit: Aggression

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Aggression	<p>Knowledge: Students will know the Social Learning Theory of Aggression, How Deindividuation could explain aggression and the Biological explanations of aggressive behaviour. Institutional aggression experienced in prison- the deprivation model and the situational explanation. Effects that the media can have on aggression and how to explain it.</p> <p>Understanding: Students will have understanding of theories and research. They will understand how to evaluate research in terms of its reliability and validity and be able to evaluate theories in terms of bias. Students will show a deep appreciation of ethical issues.</p> <p>Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology. Students will show joined up thinking, whereby details from other units synoptically. Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research. Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links to SLT in Approaches Links to Biological approach in Approaches topic and Biopsychology</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

Unit: Schizophrenia

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Schizophrenia	<p>Knowledge: Classification of Schizophrenia according to the DSM and ICD and positive and negative symptoms, Reliability and Validity of Diagnosis using those diagnostic manuals in terms of culturally, co morbidity and prognosis. Biological Explanations for schizophrenia- the dopamine hypothesis and brain structure and Drug Treatments, Family Dysfunction theories- the double blind theory and Expressed emotion and Family Therapy, Token Economy, Cognitive explanations leading to irrational thinking and CBTp.</p> <p>Understanding: Students will have understanding of theories and research related to schizophrenia. They will understand how to evaluate research on treatments in terms of its reliability and validity and be able to evaluate theories in terms of bias. Students will show a deep appreciation of ethical issues.</p> <p>Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links to research methods when discussing reliability and validity</p> <p>Biological approach linked to OCD, Approaches and Biopsychology</p> <p>Cognitive explanation linked to depression and Approaches topic.</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

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Unit: Relationships

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Relationships	<p>Knowledge: Theories of Formation of relationships- matching hypothesis and attraction. Maintenance theories on relationships, SET, equity model and Breakdown- Duck. Research into Sexual Selection and Parental Investment theory, Virtual and Parasocial Relationships.</p> <p>Understanding: Students will have understanding of theories and research related to the formation, maintenance and breakdown of relationships. They will understand how to evaluate research and theories in terms of its reliability and validity and be able to evaluate theories in terms of bias. Students will show a deep appreciation of ethical issues.</p> <p>Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories.</p> <p>Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology.</p> <p>Students will show joined up thinking, whereby details from other units synoptically.</p> <p>Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research.</p> <p>Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to own experiences</p> <p>Links made to evaluation points in all other topics</p> <p>Links made to attachments and early adulthood</p>	<p>AQA A-level Psychology Book 1</p> <p>Department Reading List</p>

Unit: Issues and Debates

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Issues and Debates</p>	<p>Knowledge: Gender and Culture Bias, Free Will and Determinism. Nature vs. Nurture, Holism and Reductionism, Ideographic vs. Nomothetic approaches, Etic vs. Emic approaches, Ethics. Understanding: Students will have understanding of key issues and debates within psychology. Clear links to theories and research made synoptically They will understand how to evaluate research and theories in terms of its reliability and validity and be able to evaluate theories in terms of bias. Students will show a deep appreciation of ethical issues. Skills: Define key terms; demonstrate independence; apply research to novel situations, analyse and evaluate research and theory.</p>	<p>Students will be able to confidently analyse, in detail, psychological research and theories. Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Psychological terminology. Students will show joined up thinking, whereby details from other units synoptically. Evaluation will be evidenced in the exam questions and demonstrate a clear understanding of research. Reading beyond the set texts are evidence and show modern day application.</p>	<p>Links made to evaluation points in all other topics Synoptic links to all topics</p>	<p>AQA A-level Psychology Book 1 Department Reading List</p>