

A Level Psychology – Year 13 Curriculum Map

Term	Unit	Big/Small Questions	Unit	Assessment
Autumn 1	<p>Biopsychology</p> <p><i>The nervous system and endocrine system</i></p> <p><i>Neurons and synaptic transmission</i></p> <p><i>Fight or flight response</i></p> <p><i>Localisation</i></p> <p><i>Lateralisation</i></p> <p><i>Plasticity</i></p> <p><i>Studying the brain</i></p> <p><i>Biological rhythms</i></p>	<p>How do the nervous and endocrine systems function?</p> <p>What is the structure and function of neurons?</p> <p>What processes are involved in synaptic transmission?</p> <p>What processes are involved in the fight or flight response?</p> <p>What does psychological research tell us about the brain?</p> <p>Where are motor, sensory, visual and auditory centres located?</p> <p>What are the key language centres in the brain?</p> <p>What has split-brain research found about each hemisphere?</p> <p>What processes are involved in plasticity and functional recovery?</p> <p>How effective are scanning techniques in studying the brain?</p> <p>What does psychological research tell us about biological rhythms?</p> <p>How to exogenous zeitgebers and endogenous pacemakers influence the circadian, ultradian and infradian rhythms?</p>	<p>Research Methods</p> <p><i>Sign test</i></p> <p><i>Statistical tests</i></p> <p><i>Probability and significance</i></p>	<p>Biopsychology</p> <p>End of unit assessment (30 marks) including short-answer questions and an application essay on localisation of function.</p> <p>Research Methods</p> <p>30-mark assessment on statistical testing</p>
Autumn 2	<p>Forensics</p> <p><i>Offender profiling</i></p> <p><i>Biological explanations of offending</i></p> <p><i>Psychological explanations of offending</i></p> <p><i>Dealing with offending behaviour</i></p>	<p>What are the methods of offender profiling?</p> <p>How are offenders defined according to the top-down approach?</p> <p>How are offenders defined according to the bottom-up approach?</p> <p>What are the biological explanations of offending?</p> <p>How does Atavistic Form explain criminal behaviour?</p> <p>What role do genetics and brain structures play in criminal behaviour?</p> <p>What are the psychological explanations of offending?</p> <p>How does Eysenck’s personality theory explain crime?</p> <p>How does differential association theory explain crime?</p> <p>How does the psychodynamic approach explain crime?</p> <p>How can offending behaviour be dealt with?</p> <p>What are the aims of custodial sentencing?</p> <p>What processes are involved in behaviour modification, anger management and restorative justice?</p>	<p>Research Methods</p> <p><i>Improving reliability and validity</i></p> <p><i>Psychological reports</i></p> <p><i>Referencing</i></p> <p><i>Designing a study</i></p>	<p>Forensics</p> <p>End of unit assessment (30 marks) including short-answer questions and a discussion essay on psychological explanations of crime.</p> <p>Research Methods</p> <p>12-mark design a study question</p>

<p>Spring 1</p>	<p>Relationships</p> <p><i>Evolutionary explanations</i></p> <p><i>Factors affecting attraction</i></p> <p><i>Theories of romantic relationships</i></p> <p><i>Virtual relationships</i></p> <p><i>Parasocial relationships</i></p>	<p>Which factors affect attraction?</p> <p>What role does evolution play in attraction?</p> <p>How does self-disclosure, physical attractiveness and filter theory affect attraction in romantic relationships?</p> <p>What are the theories of romantic relationships?</p> <p>How does social exchange theory explain relationships?</p> <p>How does equity theory explain relationships?</p> <p>How does Rusbult's investment model explain relationships?</p> <p>How do relationships break down according to Duck?</p> <p>What does research suggest about other types of relationships?</p> <p>What processes are involved in virtual relationships?</p> <p>What are the explanations of parasocial relationships?</p>	<p>Issues & Debates</p> <p><i>Gender bias</i></p> <p><i>Culture bias</i></p> <p><i>Free will – Determinism</i></p> <p><i>Nature – Nurture</i></p>	<p>Relationships</p> <p>End of unit assessment (30 marks) including short-answer questions and a comparison essay on theories of relationships.</p> <p>Y13 Mock Exams</p> <p><i>Full Paper 1 & Paper 2</i></p>
<p>Spring 2</p>	<p>Schizophrenia</p> <p><i>Diagnosis and classification</i></p> <p><i>Biological and psychological explanations</i></p> <p><i>Biological and psychological treatments</i></p> <p><i>Management of schizophrenia</i></p> <p><i>Interactionist approach</i></p>	<p>What is schizophrenia?</p> <p>How is schizophrenia classified and diagnosed?</p> <p>What are the issues with the classification and diagnosis?</p> <p>What are the different explanations of schizophrenia?</p> <p>What role do genetics and neural structures play?</p> <p>What role does family dysfunction play?</p> <p>What are the different treatments of schizophrenia?</p> <p>How effective are antipsychotics?</p> <p>How effective is cognitive behavioural therapy?</p> <p>How effective is family therapy?</p> <p>How effective are token economies in managing schizophrenia?</p> <p>What is the interactionist approach?</p> <p>How does the interactionist approach explain and treat schizophrenia?</p> <p>How effective is this approach?</p>	<p>Issues & Debates</p> <p><i>Holism – Reductionism</i></p> <p><i>Idiographic – nomothetic</i></p> <p><i>Ethical implications</i></p>	<p>Schizophrenia</p> <p>End of unit assessment (30 marks) including short-answer questions and a comparison essay on treatments of schizophrenia.</p> <p>Issues & Debates</p> <p>End of unit assessment on Issues & Debates (30 marks).</p>
<p>Summer 1</p>	<p>Revision</p>			