

Year 13 Psychology	HT1		HT2		HT3-HT4	
Topic/Paper	Attachment (Paper 1) Issues and Debates (Paper 3)		Psychopathology and Aggression (Paper 3)		Schizophrenia & Gender (Paper 3)	
Developing Cultural Capital	<p>Within the topic of Attachment students will look at competing explanations for attachment and cover sensitive areas such as deprivation and privation.</p> <p>Within the issues and debates topic students will develop skills that will allow them to confidently express two sides of a debate. Students will develop evaluative skills and be able to confidently apply theoretical concepts to the study of psychology.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA Psychology for A level Year 2 student book</li> <li>The Complete Companions: AQA Psychology A Level: Year 2 <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> </ul>		<p>Each of these topics allow students to build on and apply their knowledge of competing psychological explanations. These topics will allow students to apply psychological issues and debates to varying explanations for differing behaviours.</p> <p>There will be opportunity to apply their knowledge to the real world, discussing how research in each of these areas can be used in organisations such as prisons and allow them to explore the impact of culture and media on a variety of different behaviours.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA Psychology for A level Year 2 student book</li> <li>The Complete Companions: AQA Psychology A Level: Year 2</li> <li><a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> </ul>		<p>These topics will continue to allow students to build on and apply their knowledge of competing psychological explanations. These topics will allow students to apply psychological issues and debates to varying explanations for differing behaviours.</p> <p>There will be opportunity to apply their knowledge to the real world, discussing how research in each of these areas can be used in organisations such as prisons and allow them to explore the impact of culture and media on a variety of different behaviours.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA Psychology for A level Year 2 student book</li> <li>The Complete Companions: AQA Psychology A Level: Year</li> <li><a href="https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/">https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/</a></li> </ul>	
Substantive knowledge	<ul style="list-style-type: none"> <li>Outline and explain free will and determinism</li> <li>Outline and explain the nature-nurture debate</li> <li>Outline and explain holism and reductionism</li> <li>Idiographic and nomothetic approaches to psychological investigation.</li> <li>Outline and explain ethical implications and socially sensitive research</li> <li>Caregiver-infant interactions in humans: Stages of attachment</li> <li>Animal studies of attachment: Lorenz and Harlow.</li> <li>Explanations of attachment: learning theory and Bowlby's monotropic theory.</li> <li>Ainsworth's 'Strange Situation'. Cultural variations in attachment, including van Ijzendoorn.</li> <li>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</li> <li>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ul>		<ul style="list-style-type: none"> <li>Neural and hormonal mechanisms in aggression.</li> <li>The ethological explanation of aggression.</li> <li>Social psychological explanations of human aggression</li> <li>Institutional aggression in the context of prisons:</li> <li>Media influences on aggression, including the effects of computer games.</li> <li>The role of desensitisation, disinhibition and cognitive priming.</li> <li>Definitions of abnormality</li> <li>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>The behavioural approach to explaining and treating phobias.</li> <li>The cognitive approach to explaining and treating depression.</li> <li>The biological approach to explaining and treating OCD.</li> </ul>		<ul style="list-style-type: none"> <li>Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny.</li> <li>The role of chromosomes and hormones in sex and gender.</li> <li>Atypical sex chromosome patterns</li> <li>Cognitive explanations of gender development.</li> <li>Psychodynamic explanation of gender development</li> <li>Social learning theory as applied to gender development.</li> <li>The influence of culture and media on gender roles.</li> <li>Atypical gender development.</li> <li>Classification of schizophrenia.</li> <li>Biological explanations for schizophrenia.</li> <li>Psychological explanations for schizophrenia.</li> <li>Drug therapy: typical and atypical antipsychotics.</li> <li>Cognitive behaviour therapy and family therapy</li> <li>The importance of an interactionist approach in explaining and treating schizophrenia.</li> </ul>	
Disciplinary knowledge	<ul style="list-style-type: none"> <li>Being able to explain human relationships based on psychological theory of attachment</li> <li>Being able to understand the differences in attachment based on the culture of that person and the impact of these</li> <li>Helps students to understand the quality of relationships and how these can be impacted when formed with main caregiver</li> <li>Discuss cultural differences in attachment</li> <li>Debate the extent to which behaviour is determined free will or determinism</li> <li>Debate the extent to which behaviour is determined by nature or nurture</li> </ul>		<ul style="list-style-type: none"> <li>Develop understanding of behaviour that is not considered the norm and explain the differences in developing disorders</li> <li>Provides deeper understanding of psychological theories by applying it to psychopathology and aggression</li> <li>Critique and compare psychological and biological explanations of a range of disorders</li> <li>Evaluate explanations of aggression</li> <li>Use of DSM criteria to identify signs and symptoms of conditions</li> <li>Debate the causes of aggression with reference to nature and nurture</li> </ul>		<ul style="list-style-type: none"> <li>Use of DSM criteria to identify signs and symptoms of schizophrenia</li> <li>Develop understanding of differences in gender based on biological, social and cultural explanations</li> <li>Develop understanding of varied explanations of schizophrenia and application of the relevant treatment for schizophrenia</li> <li>Use of psychometric testing to judge androgyny and evaluation of such testing</li> <li>Consideration of the analysis of each type of treatment for schizophrenia</li> <li>Consideration of historical context of research and implications of using outdated versions</li> </ul>	
Cross Curricular Links	<ul style="list-style-type: none"> <li><b>Life skills</b> – Biases – gender/ culture</li> <li><b>Religious studies</b> – the concept of freewill</li> <li><b>Health and Social care</b> – Types of attachment and development of attachment</li> </ul>		<ul style="list-style-type: none"> <li><b>Science</b> - biological explanations for behaviours</li> <li><b>Health and social care</b> – treatments</li> <li><b>Sociology</b> – impact of the media</li> <li><b>Criminology</b> – behaviour in prisons, twin and adoption studies</li> </ul>		<ul style="list-style-type: none"> <li><b>Science</b> - biological explanations for behaviours/ chromosomes and hormones</li> <li><b>Health and Social care</b> – Diathesis-stress model</li> </ul>	
Vocabulary	Ethnocentrism	Monotropy	Limbic system	Hydraulic model	Androgyny	Hallucinations

	Androcentrism Determinism Freewill Holism Reductionism Causal Idiographic Nomothetic	Reciprocity Interactional synchrony Indiscriminate attachment Imprinting Internal working model Critical period Insecure avoidant Insecure resistant	MAOA Displaced aggression Self-efficacy De-individuation Institutional aggression Meta-analysis Disinhibition Cognitive priming	Fixed action pattern Ethological explanation Ritualised aggression Maintenance Anonymity Dispositional Longitudinal Desensitisation	Sex-role Chromosomes Hormones Intersex Testosterone Oestrogen Oxytocin Oedipus complex	Delusions Speech poverty Avolition Co-morbidity Dysfunctional thought Antipsychotics Typical Atypical
Assessments	<ul style="list-style-type: none"> <li>Issues &amp; Debates SPA</li> <li>Trial Exam Paper 1 &amp; Paper 2</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>		<ul style="list-style-type: none"> <li>Paper 3 SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>		<ul style="list-style-type: none"> <li>Trial exams – All Papers</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	