



Year 13 Psychology PoS (Teacher 1)

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p>Provides pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</p> <ul style="list-style-type: none"> • <i>Psychology in year 13 will continue to provide an engaging and effective development on the introductory topics covered in year 12 to enable them to develop the fundamental knowledge of the topics covered as well as the skills valued by HE and employers such as; critical analysis, independent thinking, research skills, numeracy and literacy.</i> <p>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</p> <ul style="list-style-type: none"> • <i>The year 13 PoS provides students with the knowledge of compulsory topics and those selected by staff which will enable all to fulfil the requirements of the 3 papers within the linear A Level exam.</i> <p>Planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</p> <ul style="list-style-type: none"> • <i>The year 13 optional content is selected on the basis of suitability for our cohort and allows progression from the compulsory content of year 12 by building upon knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 and year 12 paper 2 content.</i> <p>Has high ambition for all pupils</p> <ul style="list-style-type: none"> • <i>The year 13 content selected and compulsory topics covered enables all students to access the highest possible grades and the spacing of research methods, approaches, issues and debates throughout the 2 years further supports this.</i> 		



Non-negotiable assessment in every lesson:

- Memory retrieval questions to check prior learning
- Exam question(s)
- Targeted questioning

Term	Topic NB To include <i>Spaced memory retrieval</i>	No. of Lessons	Assessment (<i>Deep Marking</i>)
Autumn 1	<p><u>Teacher 2 to begin the year with instructions for how to organise folders (laptop or paper folders). Students to create 1 topic folder for each topic:</u></p> <ul style="list-style-type: none"> • Schizophrenia • Gender • Students to use existing folders for Biopsychology and Research Methods <p><u>Biopsychology</u> #Learning: Final aspect of biopsychology is to look at the role of both endogenous and exogenous factors in human behaviour through applications to rhythms. The students will study: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</p> <ul style="list-style-type: none"> • Circadian rhythms • Endogenous pacemakers and exogenous zeitgebers • Infradian rhythms • Ultradian rhythms <p><u>Metacognition - Spaced memory retrieval</u></p> <ul style="list-style-type: none"> • <i>Neurons, ways of investigating the brain</i> • <i>Experimental research</i> • <i>Biological approach</i> <p><i>#Loving: students will explore reasons for disrupted biological rhythms which can help to decrease stigma and misconceptions surrounding insomnia, amenorrhea and jet lag.</i></p>	12 lessons	<p>Range of in lesson assessments and Homework using homework sheets</p> <p><i>Half term assessment – short answer questions on the Biopsychology topic. Metacognition – self-regulated learning: students to complete assessment tracker and assessment reflection to inform independent study</i></p> <p><i>Half term folder check</i></p>



#Living: students will understand the importance of taking care of their physical health so that biological rhythms are not disrupted by lifestyle factors such as a poor diet. Students will understand how physical health impacts mental health, for example, the psychological effects of insomnia and disruption to the sleep-wake cycle.

Research Methods

#Learning: Beginning with a review of year 12 data handling material students will move on to studying the next level of data handling and analysis in order to cover all descriptive statistics questions. Assessments will provide range of opportunities to see how descriptive statistics can be applied to all previous topics covered.

- Year 12 review of data handling
- Probability and significance
- Choosing a statistical test
- The Sign Test
- Mann Whitney U test
- Wilcoxon T Test

Metacognition - Spaced memory retrieval

- *Displaying and interpreting data*
- *Descriptive statistics*

#Loving: students will take responsibility for their learning by respecting the reliance on research methods in Psychology in order to discover new phenomena – without research, theories and explanations of behaviour would not exist.

#Living: students will understand the contribution of data analysis to the world by realising research needs to be conducted in order to discover new phenomena, for example, a new treatment for a disorder.

9 lessons

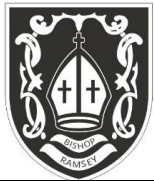
Range of in lesson assessments and Homework using homework sheets



Autumn 2	<p><u>Research Methods</u></p> <p>#Learning: Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. 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 design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. Students will start off by learning about the three different types of data needed for inferential statistics. This will form the grounding for the whole module. After this they will move on to looking at psychological probability and significance, what the accepted levels are and why psychologists fundamentally do this. They will then have a lesson on each statistical test in which they will be given the opportunity to look at how the formulae are undertaken before applying their knowledge to the table of critical values to see whether the data they have in front of them is significant or not. They will learn how to write this in an acceptable formal manner, as a psychologist would in the data section of a report.</p> <ul style="list-style-type: none">• Unrelated t test• Related t test• Spearman's Rho test• Pearson's r test• Chi squared test• Design a study <p><u>Metacognition - Spaced memory retrieval</u></p>	15 lessons	Range of in lesson assessments and Homework using homework sheets <i>Half term assessment on choice of statistics test from RM assessment 2nd year. Metacognition – self-regulated learning: students to complete assessment tracker and assessment reflection to inform independent study</i>
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	<ul style="list-style-type: none"> • <i>Correlations</i> • <i>Features of science</i> • <i>Evaluation of experimental and non-experimental research</i> • <i>Cross-teacher links with reliability and validity</i> <p><i>#Loving: Students will be developing their social skills and discuss when they would be able to use the particular statistical test to investigate and interpret a real-world scenario.</i></p> <p><i>#Living: Students will be learning about all the different types of inferential statistics. Each lesson the students will be given a real-life scenario to consider. Students will discuss the predictions for results and then see how the data is appropriate for the particular statistical test of the lesson.</i></p> <p>Schizophrenia</p> <p>#Learning: Building on the psychopathology introductory topic in year 12 students now have the opportunity to explore a single disorder in depth. The Schizophrenia topic examines classification systems, explanations and treatments from all major approaches.</p> <ul style="list-style-type: none"> • Review of Psychopathology • Classification and clinical characteristics of schizophrenia • Reliability and validity of the diagnosis of schizophrenia • Biological explanations of schizophrenia <p><u>Metacognition - Spaced memory retrieval</u></p> <ul style="list-style-type: none"> • <i>Psychopathology, OCDs, Depression,</i> • <i>Types of reliability and validity and how to improve</i> • <i>Research Methods and choice of statistical test</i> 	9 lessons	<p>Range of in lesson assessments and Homework using homework sheets</p> <p><i>Timed essay (16 marks).</i></p> <p><i>Metacognition – self-regulated learning: students to complete assessment tracker and assessment reflection to inform independent study</i></p>
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	<ul style="list-style-type: none"> • <i>Correlation and causation</i> <p><i>#Loving: students will explore the issues in diagnosis schizophrenia and can feel they can make a difference by challenging myths and misconceptions, for example, surrounding how schizophrenia has become associated with violent and criminal behaviour.</i></p> <p><i>#Living: students will collaborate to research the range of positive and negative symptoms of schizophrenia to present to the class. Students will explore the wide spectrum of symptoms to explain why some individuals with schizophrenia in the world are able to live in mainstream society whilst others need more specialist care. Students will explore areas of the world where Schizophrenia is said to be over-diagnosed in order to explain the cultural bias in the diagnosis of the disorder.</i></p>		
Spring 1	<p>Schizophrenia</p> <p>#Learning: The unit draws to a close by discussing the importance of an interactionist perspective and further development of the year 12 psychopathology topics will be made here. There will be many opportunities for metacognition and there are many spaced recall tasks in the scheme of work. For example, linking back to how we define abnormality from year 1, to recapping approaches such as the diathesis model and building upon this prior knowledge to specifically apply it to Schizophrenia. A wide variety of different tasks shall be used and there will be assessment in the form of exam practice in every lesson of the module.</p> <ul style="list-style-type: none"> • Drug treatments for schizophrenia • Family dysfunction explanations of schizophrenia • Cognitive explanations of schizophrenia • Psychological therapies for schizophrenia • Interactionist approach to explaining schizophrenia • Interactionist approach to treatment schizophrenia <p><i>Metacognition - Spaced memory retrieval</i></p>	18 lessons	<p>Range of in lesson assessments and Homework using homework sheets</p> <p><i>Applied essay (16 marks)</i></p> <p><i>Metacognition – self-regulated learning: students to complete assessment tracker and assessment reflection to inform independent study</i></p>



	<ul style="list-style-type: none"> • <i>Psychopathology Booklet; definitions, explanations and treatment. Link criteria to classification.</i> • <i>Approaches in Psychology, interactionist approaches</i> • <i>Behaviourism - token economies</i> • <i>Cross-teacher links – Issues and debates in the diagnosis, explanations and treatments of schizophrenia</i> <p><i>#Loving: Students will be developing their social skills throughout this module and will be encouraged to debate various concepts – including different types of treatment. We will be looking at the stigma of schizophrenia and how to increase respect and tolerance for schizophrenia patients.</i></p> <p><i>#Living: Students will be dealing with many real-life examples of Schizophrenia and therefore applying the world beyond, throughout this module and there will be lots of opportunities to apply what they have learnt to individuals and think about how those living with the disorder are affected and what we can do as psychologists to help them. Students will undertake lots of discussion and application tasks as detailed in the scheme of learning.</i></p>		
Spring 2	<p><u>Gender</u></p> <p>#Learning: This unit covers ways of defining sex and gender and associated stereotypes. It explores in detail the role of biology, cognitive and social and cultural factors on the development of gender identity. This understanding is enhanced through discussions of atypical patterns of gender and gender dysphoria to further understand gender development.</p> <ul style="list-style-type: none"> • Sex and gender • Sex role stereotypes • Androgyny • The role of chromosomes and hormones • Atypical sex chromosome patterns • Kohlberg’s theory of gender development 	18 lessons	<p>Range of in lesson assessments and Homework using homework sheets</p> <p><i>Timed essay (16 marks).</i></p> <p><i>Metacognition – self-regulated learning: students to complete assessment tracker and assessment reflection to inform independent study</i></p>



	<ul style="list-style-type: none"> • Gender Schema Theory • Psychodynamic explanations of gender development <p><u>Metacognition - Spaced memory retrieval</u></p> <ul style="list-style-type: none"> • Questionnaires, learning theory, attachments • Approaches in Psychology to explain gender development • Issues & Debates – nature vs nurture, social sensitivity, determinism <p><i>#Loving: students will research a range of legal changes throughout history related to gender and gender identity. As a result, students will be well-informed about areas of the world where gender identity is stereotyped and stigmatised.</i></p> <p><i>#Living: students will collaborate to research the wide range of contributing factors to gender development. Students will apply knowledge to the world by identifying how areas of the world support their citizens with issues related to gender identity.</i></p>		
Summer 1	<p><u>Gender</u></p> <p><i>#Learning: This understanding of gender is further enhanced through discussions of atypical patterns of gender development and gender dysphoria to assess the insights provided for gender development.</i></p> <ul style="list-style-type: none"> • Social Learning explanations of gender development • Influence of culture and media on gender roles • Atypical gender development <p><u>Metacognition - Spaced memory retrieval</u></p> <ul style="list-style-type: none"> • Issues and debates, to include specifically culture bias, gender bias • Approaches in Psychology to explain gender development • Research Methods - experimental and non-experimental research, specifically the use of case study evidence 	6 lessons	Range of in lesson assessments and Homework using homework sheets <i>Applied research methods questions on gender and mathematical content. (16 marks). Metacognition – self-regulated learning: students to complete assessment tracker and assessment reflection to inform independent study</i>



	<p><i>#Loving: As a result of focusing on atypical gender development, students will show respect for individuals who experience issues with their gender identity. Students will explore a range of disorders, for example, Turner's Syndrome, which is caused by chromosomal abnormalities.</i></p> <p><i>#Living: students will explore a range of methods used to support individuals who experience atypical patterns of gender development which can achieve a successful quality of life for most individuals. Students will explore why some individuals who have experienced atypical patterns of gender development may experience life-long difficulties and may wish to explore careers related to medicine, counselling and psychiatry.</i></p>		
Summer 2	End of course A level exams		