

<b>Year: 13</b> <b>Subject: Psychology</b>	<b>Curriculum Intent:</b> Students will develop a detailed understanding of psychological theories and debates to explain offending behaviour (forensic Psychology), the development of Schizophrenia and explanations of gender. Students will build on their existing knowledge of psychological approaches when learning new theories to explain human behaviour in each of the 3 modules. As well as applying their knowledge of issues and debates to critically argue the significance of each theory. Each of the three topics will include research findings and students will be able to evaluate research methodology and theoretical concepts to identify strengths and weaknesses. The aim of the topics is to fill the silo's to ensure students are confident in explaining, applying and evaluating a range of different research methods and topics within Psychology. These second-year modules will prepare students for undergraduate study in Psychology or a related discipline.	
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Unit title:	Term 1		Term 2		Term 3	
	Teacher 1 Forensic	Teacher 2 Memory	Teacher 1 Schizophrenia	Teacher 2 Gender	Teacher 1 Revision	Teacher 2
<b>Topic Titles (in order of delivery)</b>	1. Offender profiling: top-down and bottom-up approaches. 2. Biological explanations. 3. Psychological explanations: 4. Dealing with offending behaviour	1. Coding, capacity and Duration 2. Explanations for memory 3. Types of LTM 4. Explanations for forgetting. 5. Factors affecting eyewitness testimony 6. Improving the accuracy of EWT	1. Classification of schizophrenia: 2. Biological explanations 3. Psychological explanations 4. Drug therapy 5. Cognitive Behavioural Therapy (CBT). 6. The importance of the interactionist approach in explaining and treating schizophrenia	1. Sex and gender. 2. The importance of chromosomes and hormones in sex and gender. 3. Cognitive explanations of gender development. 4. Psychodynamic explanations of gender development. 5. Social Learning Theory (SLT) as applied to gender development. 6. Atypical gender development.	Review, reteach and retest all topics	Review, reteach and retest all topics
<b>Key knowledge / Retrieval topics</b>	1. Top-down approach: organised and disorganised types of offenders. Bottom-up approach, including investigative Psychology.	Outlining and evaluating theories using research methods.	1. Positive symptoms of schizophrenia, negative symptoms, including speech poverty and avolition. Reliability and validity of diagnosis. 2. Biological approach, genetics and neural correlates and dopamine hypothesis.	1. Sex role stereotypes, androgyny and measuring androgyny. 2. Atypical sex chromosome patterns. 3. Kohlberg's theory, gender identity, gender stability and		

	<p>2. Biological approach, atavistic form, genetic and neural explanations.</p> <p>3. Cognitive and psychodynamic approaches. Eysenck's theory.</p> <p>The aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</p>		<p>3. Family dysfunction and cognitive explanations.</p> <p>4. Typical and atypical antipsychotics.</p> <p>5. CBT and family therapy used in treatment.</p> <p>6. Diathesis stress model.</p>	<p>gender constancy; gender schema theory.</p> <p>4. Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.</p> <p>5. SLT, the influence of culture and media on gender roles.</p> <p>Gender dysphoria; biological and social explanations for gender dysphoria.</p>		
<p><b>Understanding / Sequence of delivery</b></p>	<p>1. Outline the American top-down approach, investigative psychology and geographical profiling.</p> <p>2. To what extent is does offending behaviour have a biological basis?</p> <p>3. Outline and evaluate the psychological and cognitive explanations of offending behaviour.</p>	<p>1. Features of STM and LTM: coding, capacity and duration.</p> <p>2. The Multi-store model of memory and the features of each store.</p> <p>3. The Working Memory Model including features of each component.</p> <p>4. Types of LTM: episodic, semantic, procedural</p>	<p>1. How is Schizophrenia diagnosed and classified?</p> <p>2. Outline and evaluate the biological and psychological explanations/therapies for schizophrenia.</p> <p>Outline and evaluate the interactionist approach to schizophrenia.</p>	<p>1. Outline the differences between sex and gender.</p> <p>2. What is androgyny and the BSRI?</p> <p>3. Outline the role of chromosomes and hormones.</p> <p>4. Outline and evaluate the cognitive, psychodynamic and social learning explanations of gender development.</p> <p>5. Outline the influence of culture and media on gender roles.</p>		

	How have psychological research influenced techniques to deal with offending behaviour?	<ul style="list-style-type: none"> <li>5. Interference theory: proactive and retroactive</li> <li>6. Retrieval failure due to absence of cues.</li> <li>7. Misleading information and EWT.</li> <li>8. Anxiety and EWT.</li> <li>9. Improving EWT using cognitive interview.</li> </ul>		Describe atypical gender development.		
<b>Assessment</b>	<p>D-E grade          Demonstrate basic knowledge of some relevant scientific ideas, processes, techniques, and procedures; show basic understanding of some scientific ideas, processes, techniques, and procedures; present some information using basic psychological terminology.</p> <p>Attempt to apply some knowledge and understanding of relevant scientific ideas, processes, techniques, and procedures in novel contexts (theoretical/practical) using quantitative/qualitative information; show application to stimulus/contextual material that is limited in terms of appropriateness/effectiveness.</p> <p>Show some attempt to analyse, interpret and evaluate some relevant scientific information, ideas, and evidence, to: make basic judgements and draw basic conclusions showing some ability to reason and develop a line of argument and/or propose limited developments/refinements of practical design.</p> <hr/> <p>C-B grade          Demonstrate reasonably accurate and detailed knowledge of some relevant scientific ideas, processes, techniques, and procedures; show understanding of some scientific ideas, processes, techniques and procedures; organise and present information clearly in places, with some use of psychological terminology.</p> <p>Apply relevant knowledge and understanding of some scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative).</p> <p>Some application to stimulus/contextual material may be implicit.</p> <p>Analyse, interpret and evaluate some relevant scientific information ideas and evidence, to: make judgements and draw some conclusions showing an ability to reason and develop a line of argument. and/or propose some effective and appropriate developments/refinements of practical design and procedures.</p> <hr/> <p>A*-A grade</p>					

	<p>Demonstrate accurate and detailed knowledge of a range of relevant scientific ideas, processes, techniques and procedures; show understanding of most scientific ideas, processes, techniques and procedures; organise and present information clearly, using appropriate psychological terminology.</p> <p>Engage explicitly and effectively with stimulus/contextual material to apply relevant knowledge and understanding of scientific ideas, processes, techniques, and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative).</p> <p>Analyse, interpret, and evaluate relevant scientific information, ideas and evidence effectively and critically, to:</p> <ul style="list-style-type: none"> <li>• make appropriate judgements and draw sound conclusions showing sustained and substantiated reasoning.</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• develop/refine practical design and procedures effectively and appropriately.</li> </ul>