SUBJECT CURRICULUM PLAN

HASMONEAN
אל תקרי בניך אלא בוניך

SUBJECT:	Psychology	**YEAR GROUP:**	13
COURSE:	A Level Psychology	**EXAM BOARD:**	AQA
SUBJECT INTENT:	To extend students' knowledge of Psychology through advanced option topics, research methods and synoptic issues and debates. Students apply and evaluate competing explanations, interpret evidence with increasing independence, consider ethical, cultural and social implications, and develop the analytical and examination skills required for A Level study and progression beyond school.		

TERM	TOPIC	CORE LEARNING	KEY CONCEPTS	SEQUENCING	SPECIFICATION LINK
Autumn	Schizophrenia, Issues & Debates,	Students study symptoms, classification and diagnosis of schizophrenia, biological and psychological explanations, drug therapy, CBT, family therapy, and the interactionist approach to explaining the development of schizophrenia. Issues and Debates covers gender and culture bias, free will and determinism, nature and nurture, holism and reductionism, idiographic and nomothetic approaches, ethical implications and comparison of approaches.	Diagnosis and classification; reliability and validity; genetics and dopamine; family dysfunction; dysfunctional thought processing; typical and atypical antipsychotics; diathesis-stress; bias; determinism; interactionism; levels of explanation; social sensitivity;	Year 13 begins by applying Year 12 approaches and biopsychology to the complex disorder of schizophrenia, while Issues and Debates provides a synoptic framework for evaluating the whole course.	AQA 7182: 4.3.1 Issues and Debates 4.3.3 Schizophrenia

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Spring	Statistical Testing, Aggression, Cognition & Development,	Research methods develops Psychology as a science, peer review, economic implications, reliability and validity. Ways of investigating the brain are completed where required. Students study probability and significance, Type I and Type II errors, levels of measurement and the selection and interpretation of inferential tests, including correlations, the sign test, Wilcoxon, Mann-Whitney, t-tests and chi-squared. Aggression includes neural, hormonal and genetic factors, ethological and evolutionary explanations, frustration-aggression, social learning, de-individuation, institutional aggression and media influences. Cognition and Development covers Piaget, Vygotsky, Baillargeon, perspective-taking, theory of mind and the mirror neuron system.	Objectivity; falsifiability; paradigms; peer review; probability and significance; critical values; experimental design and levels of measurement; scientific reports; research design; content analysis; biological, evolutionary and social explanations of aggression; dispositional and situational explanations; desensitisation, disinhibition and cognitive priming schemas, assimilation, accommodation and equilibration; scaffolding; violation of expectation; social cognition; theory of mind; mirror neurons.	Following mock examinations, students study advanced research methods built directly on the foundational methods and support critical evaluation of diagnosis, explanations and evidence. Statistical testing deepens students' ability to interpret evidence. Aggression is sequenced from biological and evolutionary accounts to social and situational explanations. Cognition and Development moves from individual intellectual development towards social cognition.	AQA 7182: 4.2.3 Research Methods 4.3.2 Cognition and Development 4.3.4 Aggression

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Summer	A Level Examination Preparation	The full course is consolidated through retrieval practice, synoptic links, extended writing, application questions, data handling, past papers and targeted feedback before the external examinations.	Description, application; analysis; evaluation; mathematical skills; synoptic thinking; independent examination technique.	Revision deliberately reconnects core topics, approaches, biopsychology, research methods and debates so students can respond flexibly and synoptically in all three examination papers.	AQA 7182: Full A Level specification revision