

## Year 13 PSYCHOLOGY

At Thirsk School we aim to create the very best Psychology students. The aim of the Psychology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on wider society, whilst evaluating research and experiments. We do this using teaching methods which ensure students understand underlying research methods and can apply them in a variety of familiar and unfamiliar contexts. We want students to be able to evaluate and reach conclusions based on scientific evidence. Our curriculum follows the AQA specification, and will include personal reflection, anecdotes and current news, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Lesson materials are engaging to promote topical discussion to develop knowledge and enables the application of skills. Content is delivered to students and then built upon through a variety of past exam questions, application questions and discussion, with end of topic tests to support student progress. In addition to our aims, our curriculum design includes revisiting and building on existing knowledge particularly with research methods. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/area of study</b>	ISSUES AND DEBATES	SCHIZOPHRENIA	GENDER	ADDICTION	PREPARATION FOR EXAMS	N/A
<b>Key learning aims – knowledge and skills</b>	<b>Key Knowledge:</b> Students look at topics that help them to debate how reliable or applicable studies are. They consider questions such as ‘Is psychological research gender-biased or culturally-	<b>Key Knowledge:</b> Students look at classification (American diagnostic tool versus the WHO diagnostic tool), symptoms (hallucinations and delusions), explanations (comparing	<b>Key Knowledge:</b> Students look at why we claim to be male and female, whether these binary classifications are appropriate and the consequential effect on our behaviour. They consider whether social	<b>Key Knowledge:</b> Students learn about what addiction is, e.g. drugs, gambling, nicotine, phones. They explore why some people are more at risk than others of becoming addicted.	<b>Key Knowledge:</b> Students review content from throughout the two-year course as they prepare for their final exams.  <b>Key Skills:</b> Students use a range of revision skills, such	The course will conclude once students have completed their final exam.

	<p>biased?' 'Do humans have free will or are our fates decided already?' They look at whether studies should look at the human as a whole or whether behaviour can be explained by reducing complex behaviours into simpler explanations. Students also consider how nature and nurture influence behaviour.</p> <p><b>Key Skills:</b> Students outline and evaluate arguments such as ethical implications of psychological research, how gender-biased or culturally-biased theories are.</p>	<p>biological causes with the influence of the environment and family dysfunction), drug therapy, psychological therapies and the interactionist approach to schizophrenia.</p> <p><b>Key Skills:</b> Students outline and evaluate classification of schizophrenia, biological and psychological explanations, drug therapy, CBT, token economies.</p>	<p>stereotypes determine gender appropriate behaviour. They look at whether there are differences in thought between males and females and whether these are biologically determined or socially influenced. Students learn about pre-natal sex development, including the role of chromosomes in hormones, in sex and gender, the endocrine system, testosterone, oestrogen, oxytocin, atypical sex chromosome patterns, diagnosis and causes of Klinefelter's syndrome and Turner's syndrome.</p> <p><b>Key Skills:</b> Students outline and evaluate the difference</p>	<p><b>Key Skills:</b> Students outline and evaluate explanations for nicotine and gambling addiction alongside methods to reduce addictive behaviours.</p>	<p>as completing mind maps, past exam questions and practice 16 mark essay questions</p>	
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<b>Assessment</b>	End of topic tests. Ongoing past exam questions Mock papers based on past exam papers.	End of topic tests. Ongoing past exam questions Mock papers based on past exam paper 2.	End of topic tests. Ongoing past exam questions Mock papers based on past exam papers.	End of topic tests. Ongoing past exam questions Mock papers based on past exam paper 3	End of topic tests. Ongoing past exam questions Mock papers based on past exam papers 1, 2 and 3	Final exams