

Key Stage 5 (13)		
Course title: A-Level Psychology		
Exam board: AQA		
Specification code: 7182/1, 7182/2, 7182/3		
Autumn 1 (September – October)	Teacher 1 Psychology Biopsychology <ul style="list-style-type: none"> • Function and recovery of the brain • Hemispheric Lateralisation • Brain scanning techniques and case studies • Biological rhythms 	Teacher 2 Psychology Issues and Debates <ul style="list-style-type: none"> • Gender bias • Culture bias • Free will, determinism, • Nature vs Nurture • Holism and reductionism • Idiographic and nomothetic • Ethical issues of socially sensitive research
	<p>In this module students are taught key features of the nervous system, synaptic transmission and the endocrine system in the summer term of year12. We then move on to consider localisation of function (the theory that different parts of the brain are responsible for specific behaviours) and then hemispheric lateralisation and the recovery of the brain after trauma.</p> <p>Students explore the different ways of studying the brain e.g. FMRI and EEG methods. The final section explores biological rhythms.</p> <p>Biopsychology has been covered briefly in psychopathology (biological theories of depression/drug treatments), forensics (areas of the brain for aggression), memory (case studies of brain damage patients), gender (biological theories of gender roles). This topic should give students a deeper understanding of these theories and can be useful examples when relating biology to psychology. Evaluation skills should now be of a high level.</p>	<p>This topic is positioned in the midpoint of the course. As a synoptic module this is ideally positioned as students have:</p> <ol style="list-style-type: none"> 1.Enough examples from previous topics to apply their understanding, but still enough new content to practice application to unseen situations 2.The heavy disciplinary knowledge of research methods and approaches has now been taught so it doesn't clash. <p>Issues and debates will have been touched upon in previous lessons for evaluation skills and particularly used as an extension for stretch and challenge. It is now a good time to deepen that understanding and build vocabulary for evaluation. Some concepts may have been covered but not fully understood so it is important to go through in more detail.</p>
Autumn 2 Oct- Dec	Forensics <ul style="list-style-type: none"> • Offender profiling • Biological explanations • Psychological explanations • Dealing with offender behaviours 	Research Methods <ul style="list-style-type: none"> • Recap Reliability and validity • Recap year 12 RM • Choosing a statistical test • Interpreting a statistical test
	<p>An introduction to forensic psychology which covers offender profiling, explanations of offending and dealing</p>	<p>The topic of research methods is a topic that spans both year 1 and year</p>

	<p>with offending. Students will be expected to make links across the theories and to be able to compare and contrast. Use of contemporary examples where possible and to draw on statistics on offending, current affairs issues e.g. the prison crisis, impact of austerity measures and lack of funding implication in the 'dealing with offending' element.</p> <p>Students are encouraged to read around this subject for example forensic psychiatry.</p> <p>(May need 2 weeks in Jan)</p>	<p>2 of the course. Year 12 is an introduction to a range of research methods that psychologists use and the issues associated with these. At the end of year 12 in the summer term students recap the RM covered so far and then in the autumn term of year 13 focus on the important concepts of reliability and validity of psychological research, how the results of psychological investigations can be interpreted, using statistical tests, and presented within the realms of scientific study.</p> <p>Students will have developed a basic understanding of the concepts of reliability and validity from year 1 when looking at key theories and studies. No prior knowledge of statistical tests required, but basic maths required. Knowledge of what 'science' means and why psychology is a science.</p>
<p>Spring term Jan - March</p>	<p>Gender</p> <ul style="list-style-type: none"> • Sex and Gender, Androgyny • Biological explanations; Genetic explanation, atypical chromosome patterns • Cognitive explanations: Kohlberg & gender schema theory • Other psychological explanations: psychodynamic and social learning theory • The influence of culture and media on gender • Atypical gender development 	<p>Schizophrenia</p> <ul style="list-style-type: none"> • Symptoms of schizophrenia • Biological explanation and treatment • Psychological explanation and treatment • Psychological explanation and treatment • Interactionist approaches
	<p>The topic of gender is one of the options of the year 2 psychology course. This is taught in year 13 and covers a number of different explanations of how gender is developed. It also looks at genetic abnormalities and gender dysphoria.</p> <p>Progress in this topic relies on students having a fundamental understanding of the different approaches within psychology for</p>	<p>This topic is shorter in terms of content. It is positioned at the end of the course because by this time students should now be aware of important concepts like abnormality, research methods, biopsychology and issues and debates.</p> <p>There are links to psychopathology, very similar to work done previously on depression, OCD and phobias. In year 13 this should be a more detailed understanding that also makes reference to issues and debates.</p>

	<p>example, biological, cognitive, social learning etc. in order to apply these to how gender may be developed. The ability to evaluate these different perspectives is also required and these skills are developed during the introductory topic in year 1. Students will also require an understanding of the different types of research used to investigate gender, including their strengths and limitations.</p>	<p>Furthermore, prior learning in biopsychology will aid understanding of synaptic transmission in the explanation and treatment of schizophrenia.</p>
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Post – Easter revision and exam practice