

Subject	Psychology		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
13	<p>Approaches in Psychology</p> <ul style="list-style-type: none"> <li>•The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.</li> <li>•Humanistic Psychology: free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</li> <li>•Comparison of approaches.</li> </ul> <p>Biopsychology</p> <ul style="list-style-type: none"> <li>•Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca’s and Wernicke’s areas, split brain research. Plasticity and functional recovery of the brain after trauma.</li> <li>•Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.</li> <li>•Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</li> </ul> <p>Issues and debates in Psychology</p> <ul style="list-style-type: none"> <li>•Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>•Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> <li>•The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</li> <li>•Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> <li>•Idiographic and nomothetic approaches to psychological investigation.</li> <li>•Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>•The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.</li> <li>•Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.</li> <li>•Theories of romantic relationships: social exchange theory, equity theory and Rusbult’s investment model of commitment, satisfaction, comparison with alternatives and investment. Duck’s phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</li> <li>•Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.</li> <li>•Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</li> </ul> <p>Schizophrenia</p> <ul style="list-style-type: none"> <li>•Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</li> </ul>	<p>Forensic Psychology</p> <ul style="list-style-type: none"> <li>•Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</li> <li>•Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</li> <li>•Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</li> <li>•Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</li> </ul> <p>Research methods</p> <ul style="list-style-type: none"> <li>•Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</li> <li>•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.</li> </ul> <p>EXAM PREPARATION</p>