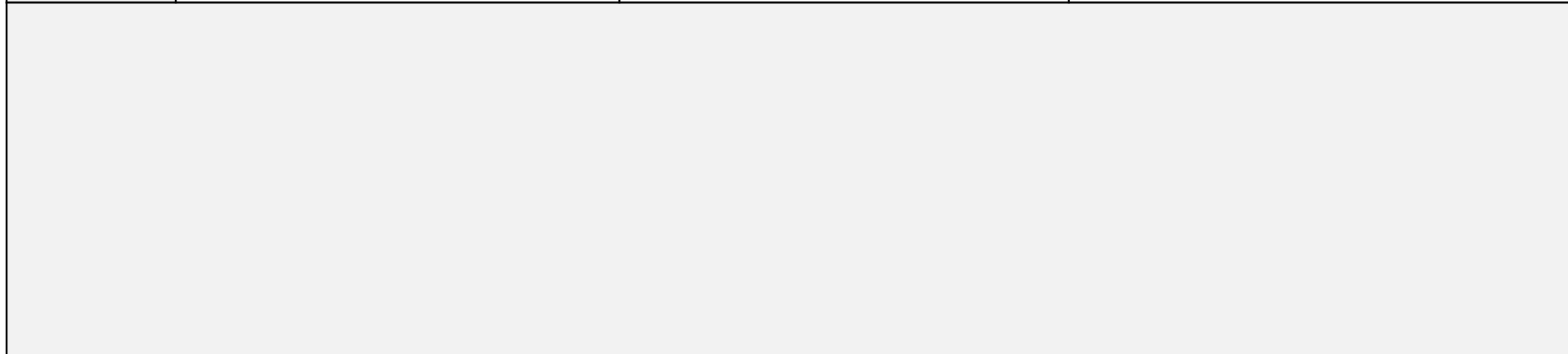


| Key Concepts  |  |   |  |   |
|---|--|---|--|---|
| Issues and Debates  | Forensic Psychology  | Biopsychology   | Stress   | Research methods  |
| <p><b>Demonstrating knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>Gender and culture in Psychology – universality and 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</li> </ul> | <p><b>Demonstrating knowledge and understanding of:</b></p> <p>Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative psychology; geographical profiling. Biological explanations of offending behaviour: a historical approach (atavistic form); genetics and neural explanations. 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. 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.</p> | <p><b>Demonstrating knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>The physiology of stress, including general adaptation syndrome, the hypothalamic pituitary-adrenal system, the sympathomedullary pathway and the role of cortisol.</li> <li>The role of stress in illness, including reference to immunosuppression and cardiovascular disorders.</li> <li>Sources of stress: life changes and daily hassles. Workplace stress, including the effects of workload and control.</li> <li>Measuring stress: self-report scales (Social Readjustment Ratings Scale and Hassles and Uplifts Scale) and physiological measures, including skin conductance response.</li> <li>Individual differences in stress: personality types A, B and C and associated behaviours; hardiness, including commitment, challenge and control.</li> <li>Managing and coping with stress: drug therapy (benzodiazepines, beta</li> </ul> | <p><b>Demonstrating knowledge and understanding of:</b></p> <p>Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative psychology; geographical profiling. Biological explanations of offending behaviour: a historical approach (atavistic form); genetics and neural explanations. 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. 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.</p> | <p><b>Demonstrating knowledge and understanding of:</b></p> <p>Students should demonstrate knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> |

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| <p>reductionism and environmental (stimulus-response) reductionism.</p> <ul style="list-style-type: none"><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>blockers), stress inoculation therapy and biofeedback. Gender differences in coping with stress. The role of social support in coping with stress; types of social support, including instrumental, emotional and esteem support.</p> |  |  |
| <p><b>What is the Croxley vision for this subject at Key Stage 5 ?</b></p> <p>Psychology is a popular subject to take at A Level. Since the introduction of Psychology at CDS in 2022, the uptake has been consistent. This year there are 46 students across both year groups, 24 students in Year 13, 22 in Year 12. There are 2 very experienced members of staff delivering curriculum content.</p> <p>AQA Psychology A-Level equips students with a range of valuable skills applicable to various academic and professional paths. These include analytical thinking, critical evaluation, research methods, communication skills, and problem-solving. Students will learn to analyze psychological theories, evaluate research studies, conduct research, and effectively communicate their findings.</p> |  |  |  |  |
| <p><b>Links to Key Stage 2 National Curriculum: N/A</b></p>   |  |  |  |  |

| Key Stage 5 / Year Group: 13 |   |   |  |
|------------------------------|---|---|--|
|                              | Autumn Term 1   | Autumn Term 2   | Spring Term 1  |
| key concept                  | Issues and Debates Biopsychology Research methods   | Biopsychology Research methods  | Forensic Psychology Stress   |
| Content:<br>(Know what...)   | <p><b>Demonstrating knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• Gender and culture in Psychology</li> <li>• Free will and determinism</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory,</li> </ul> <p>research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. inferential testing and be familiar with the use of inferential tests.</p> <p>The divisions of the nervous system<br/>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission.</p> <ul style="list-style-type: none"> <li>• The function of the endocrine system</li> <li>• The fight or flight response including the role of adrenaline.</li> </ul> | <p><b>Demonstrating knowledge and understanding of:</b></p> <p>Localisation of function in the brain and hemispheric lateralisation: Plasticity and functional recovery of the brain after trauma.</p> <ul style="list-style-type: none"> <li>• Ways of studying the brain</li> <li>• Biological rhythms</li> <li>•</li> </ul> <p>Research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. inferential testing and be familiar with the use of inferential tests.</p> | <p><b>Demonstrating knowledge and understanding of:</b></p> <p>Offender profiling:<br/>Biological and psychological explanations of offending behaviour<br/>Dealing with offending behaviour</p> <ul style="list-style-type: none"> <li>• The physiology of stress,</li> <li>• The role of stress in illness,</li> <li>• Sources of stress</li> <li>• Measuring stress</li> <li>• Individual differences in stress</li> <li>• Managing and coping with stress</li> </ul> |

|   |   |   |   |
|---|---|---|---|
| <b>Skills:<br/>(know how...)</b>          | <p>Students will write descriptively on the content</p> <p>Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions</p> <p>Students will practise exam skills for their Psychology A Level Paper 2 and Paper 3</p> | <p>Students will write descriptively on the content</p> <p>Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions</p> <p>Students will practise exam skills for their Psychology A Level Paper 2 and Paper 3</p> | <p>Students will write descriptively on the content</p> <p>Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions</p> <p>Students will practise exam skills for their Psychology A Level</p> |
| <b>Key vocabulary<br/>( 5- 10 words )</b> | <ul style="list-style-type: none"> <li>Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic</li> </ul>  | <ul style="list-style-type: none"> <li>Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic validity, reliability</li> </ul>  | <ul style="list-style-type: none"> <li>Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic, validity, reliability</li> </ul>   |
| <b>End of Half term assessment</b>        | 1 hour assessment on attachment and relationships at beginning of September   | Yr 13 Mock exam end of November comprising full Paper2 and ½ Paper 3  | 1 hour assessment on Stress and Forensic Psychology   |
| <b>Planned trips / Clubs / links</b>      |   |   |   |



| Key Stage 5 / Year Group: 13                    |   |   |          |
|---|---|---|----------|
|   | Spring 2  | Summer 1  | Summer 2 |
| <b>Key Concept</b>                              | Revision of content   | Revision of content   | N/A      |
| <b>Content:</b><br><b>(Know what...)</b>        | Revision of A Level Psychology content  | Revision of A Level Psychology content  | N/A      |
| <b>Skills:</b><br><b>(Know how...)</b>          | <p>Students will write descriptively on the content</p> <p>Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions</p> <p>Students will practise exam skills for their Psychology A Level Paper1, Paper 2 and Paper 3</p> | <p>Students will write descriptively on the content</p> <p>Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions</p> <p>Students will practise exam skills for their Psychology A Level Paper1, Paper 2 and Paper 3</p> | N/A      |
| <b>Key vocabulary</b><br><b>( 5- 10 words )</b> | <ul style="list-style-type: none"> <li>Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic, validity, reliability</li> </ul>   | <ul style="list-style-type: none"> <li>Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic, validity, reliability</li> </ul>   |          |
| <b>End of Half term assessment</b>              |   |   |          |
| <b>Planned trips / Clubs / links</b>            |   |   |          |