

**Humanities and Art Faculty: Yearly Overview Plan**

Term 1	Subject: Year 2 Psychology (AQA)	Year Group: 13	
<u>Unit Topic</u> <u>Approaches/</u> <u>Gender</u>	<u>Learning Outcomes</u> <i>Students will...</i>	<u>Real World Application /</u> <u>Link to UAE</u>	<u>Assessment Methods</u>
<b>1. Approaches</b> <b>(paper 2)</b>	<ul style="list-style-type: none"> <li>Recall information from year 12 approaches</li> <li>Define free will, self-actualisation, conditions of worth and congruence</li> <li>Describe Maslow's hierarchy of needs</li> <li>Explain the assumptions of the humanistic approach</li> <li>Apply Maslow's hierarchy of needs to real life scenarios</li> <li>Discuss how counselling psychology takes a humanistic approach</li> <li>Evaluate the usefulness of the humanistic approach</li> <li>Compare and contrast all five approaches in psychology</li> </ul>	<ul style="list-style-type: none"> <li>Apply Maslow's hierarchy of needs to real life scenarios</li> <li>Discuss how Emirate parents may influence a child's conditions of worth.</li> <li>Investigate real life counselling techniques used by psychologists</li> </ul>	<ul style="list-style-type: none"> <li>Work is marked and feedback provided using WWW/EBI/PPP</li> <li>Year 2 Past Paper Question</li> <li>Extended essay timed assessment</li> </ul>
<b>2. Aggression</b>	<ul style="list-style-type: none"> <li>Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.</li> <li>The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.</li> <li>Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.</li> <li>Institutional aggression in the context of prisons: dispositional and situational explanations.</li> <li>Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</li> </ul>	<ul style="list-style-type: none"> <li>Research examples of real life case studies of aggression in relationships</li> <li>Investigate how the protests in Charlottesville, USA lead to violence</li> </ul> <p>Assess the punishments for violence in the UAE</p>	<ul style="list-style-type: none"> <li>Past Paper Question</li> <li>End of Topic Assessment graded and students self-assess exam responses</li> </ul>
<b>3. Research methods</b> <b>(paper 2 and 3)</b>	<ul style="list-style-type: none"> <li>Design thematic analysis of an interview with a celebrity</li> <li>Discuss the importance of case study evidence in psychological research</li> <li>Design and carry out content analysis on a TV series of their choice</li> <li>Describe and explain ways of testing the validity and reliability of different research</li> <li>Discuss methods of improving the validity and reliability of research</li> <li>Critically assess the use of different statistical tests used to analyse data</li> <li>Understand the terms probability and significance</li> </ul>	<ul style="list-style-type: none"> <li>Design thematic analysis of an interview with a celebrity</li> <li>Design and carry out content analysis on a TV series of their choice</li> </ul>	<ul style="list-style-type: none"> <li>Extended written response graded</li> <li>Work is marked and feedback provided using WWW/EBI/PPP</li> <li>Year 2 Past Paper Question</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Compare and contrast type 1 and type 2 errors in psychological research</i></li> <li>• <i>Demonstrate the use of a statistical table when investigating the significant of data sets</i></li> <li>• <i>Execute the steps of calculating different statistical tests when presented with different data sets</i></li> <li>• Describe levels of measurement: nominal, ordinal and interval.</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>		
<b>4. Research methods</b>	<ul style="list-style-type: none"> <li>• <i>Describe the sections of a scientific report</i></li> <li>• <i>explain the purpose of each of the sections included in a scientific report</i></li> <li>• <i>Debate what makes science scientific and whether psychology meets the demands of science.</i></li> <li>• Investigate the features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a write up of a scientific report based on their thematic analysis of</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of GCSE Baseline Assessment</li> <li>• Bookwork is marked and feedback provided using WWW/EBI/PPP</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>5. Issues and debates</b>	<ul style="list-style-type: none"> <li>• <i>Describe gender and culture in psychology</i></li> <li>• <i>Compare and contrast gender bias including androcentrism and alpha and beta bias; with cultural bias, including ethnocentrism and cultural relativism.</i></li> <li>• <i>Discuss free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</i></li> <li>• <i>Discuss the nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</i></li> <li>• <i>Explain holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism.</i></li> <li>• <i>Evaluate the use of idiographic and nomothetic approaches to psychological investigation.</i></li> <li>• <i>Discuss ethical implications of research studies and theory, including reference to social sensitivity.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Research real life examples of gender and culture bias in psychological research.</li> <li>• Investigate the effects of psychological research in the UAE.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended written response graded</li> <li>• Group presentations of</li> <li>• Past Paper Question</li> </ul>



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Term 2	Subject: Year 2 Psychology (AQA)	Year Group: 13	
Unit Topic <u>Research methods</u> and	Students will... <u>Learning Outcomes</u>	<u>Real World Application /</u> <u>Link to UAE</u>	<u>Assessment Methods</u>
1. Schizophrenia	<ul style="list-style-type: none"> <li>Describe the classification of schizophrenia including the positive symptoms of schizophrenia and negative symptoms of schizophrenia</li> <li>Discuss the issues with reliability and validity when diagnosing and classifying schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</li> <li>Outline and evaluate the biological explanations for schizophrenia including genetics, the dopamine hypothesis and neural correlates.</li> <li>Discuss the psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>Describe drug therapy as a treatment for schizophrenia: typical and atypical antipsychotics.</li> <li>Evaluate cognitive behaviour therapy and family therapy as a treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>Explain the importance of the interactionist approach in explaining and treating schizophrenia; the diathesis stress model.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss real life treatments of schizophrenia</li> <li>Present the findings of the effectiveness of different therapies of real life schizophrenia patients</li> </ul>	<ul style="list-style-type: none"> <li>Extended written response graded</li> <li>Year 2 Past Paper Question</li> <li>Bookwork is marked and feedback provided using WWW/EBI/PPP</li> <li>End of Topic Assessment graded and students self-assess exam responses</li> </ul>
2. Biopsychology	<ul style="list-style-type: none"> <li>Describe localisation and functions of the brain</li> <li>Label different parts of the brain and describe each of their functions</li> <li>Apply the concept of localised functions of the brain by using the case study of Phineas Gage</li> <li>Define plasticity and functional recovery</li> <li>Describe research into the plasticity of the brain</li> <li>Explain how the brain recovers after injury</li> <li>Apply functional recovery to everyday behaviours and understand how our brains can be altered via neuroplasticity</li> <li>Investigate split brain research</li> <li>Explain the findings from split brain research</li> <li>Apply knowledge of split brain research to real life research</li> </ul>	<ul style="list-style-type: none"> <li>Investigate real life neuroplasticity research and complete a project of the new innovations within this research field.</li> <li>Research project will develop critical thinking skills amongst students</li> </ul>	<ul style="list-style-type: none"> <li>Extended written response graded</li> <li>Work is marked and feedback provided using WWW/EBI/PPP</li> <li>Year 2 Past Paper Question</li> <li>End of unit test under examination conditions</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe ways of investigating the functions of the brain via fMRI scans, EEG scans, ERPs and post mortem examinations</li> <li>• Describe different biological rhythms including circadian and infradian</li> <li>• Apply knowledge of circadian and infradian rhythms to real life research studies <ul style="list-style-type: none"> <li>• Explain how biological rhythms are affected by body clocks and external cues known as endogenous pacemakers and exogenous zeitgebers</li> </ul> </li> </ul>		
<b>3. Gender</b>  <b>(paper 3)</b>	<ul style="list-style-type: none"> <li>• Define sex and gender, sex-role stereotypes and androgyny</li> <li>• Apply knowledge of sex-role stereotypes and androgyny by using real life examples</li> <li>• Describe how the Bem Sex Role Inventory has investigated the androgyny</li> <li>• Apply knowledge from BSRI to real life celebrities using the ladette and metrosexual vocabulary</li> <li>• Evaluate the use of the BSRI as a tool to measure androgyny</li> <li>• Describe the role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender.</li> <li>• Explain atypical sex chromosome patterns such as Klinefelter's syndrome and Turner's syndrome.</li> <li>• Evaluate the biological approach when explaining gender development, using both strengths and weaknesses of the theory</li> <li>• Describe the cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</li> <li>• Evaluate the effectiveness of the cognitive approach in explaining the development of gender</li> <li>• Compare and contrast the effectiveness of the biological and cognitive approaches of gender development</li> <li>• Describe the psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.</li> <li>• Evaluate the effectiveness of the psychodynamic approach in explaining the development of gender</li> <li>• Describe social learning theory as applied to gender development.</li> <li>• Discuss the influence of culture and media on gender roles.</li> <li>• Explain atypical gender development: gender identity disorder;</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity encourages collaboration and team building skills</li> <li>• Debating skills encourages critical thinking and team building <ul style="list-style-type: none"> <li>• Apply knowledge from BSRI to real life celebrities using the 'ladette' and 'metrosexual' vocabulary</li> <li>• Students will discuss the gender development of family members, applying social learning theory of gender development to their own lives</li> <li>• Students will investigate a different cultural views on the development of gender and how they distinguish between sex and gender</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Extended written response graded</li> <li>• Work is marked and feedback provided using WWW/EBI/PPP</li> <li>• Year 2 Past Paper Question</li> <li>• Extended essay timed assessment</li> <li>• End of unit assessment</li> </ul>



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## Humanities and Art Faculty: Yearly Overview Plan



Term 3	Subject: Year 2 Psychology (AQA)	Year Group: 13	
	<u>Learning Outcomes</u> <i>Students will...</i>	<u>Real World Application / Link to UAE</u>	<u>Assessment Methods</u>
<b>4. Revision</b>	<ul style="list-style-type: none"> <li>• Design A3 posters for all three papers</li> <li>• Articulate their knowledge and understanding by competing in different revision games</li> <li>• Design questions and answers to their own Year 2 paper</li> <li>• Complete group presentations of areas of paper one they are less confident in</li> <li>• Complete traffic light progress challenges</li> <li>• Design revision booklets</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity encourages collaboration and team building skills</li> <li>• Questioning peers and teachers builds confidence in subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Year 2 ALevel AQA specification examination</li> <li>• Paper 1 - 4<sup>th</sup> June PM</li> <li>• Paper 2 - 8<sup>th</sup> June AM</li> <li>• Paper 3 – 14<sup>th</sup> June AM</li> </ul>