Your Guide to Year 13 Psychology

Assessment Criteria
In Year 13 students will cover Paper 1, 2 and Paper 3 of the A Level Course and will follow the AQA Specification.

Expectations of Students
Students are expected to come equipped and prepared for all lessons. They also need to complete all class work and home learning tasks to the best of their ability and meet deadlines for home learning tasks. Students on this course will be expected to do a great deal during their time outside of lessons; this will include reading of notes, reading around the topics covered, preparing notes prior to lessons when required and completing their own revision leading up to the exams. Students should read their teachers comments in their books and act on the feedback given.

<table>
<thead>
<tr>
<th>Year 13</th>
<th>Topic Title and Paper</th>
<th>What students will be learning</th>
<th>How you can specifically help your child</th>
</tr>
</thead>
</table>
| Half term 1a | **PAPER 2**  
Biopsychology – Mr White | Students will be learning about the following areas: | You can support your child by encouraging them to read around the areas covered throughout the half-term and look at and complete past exam questions that can be found on the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)). You can encourage your child to write revision notes for these areas to help them to prepare for the December mock exam for Paper 1. You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk). |
|  |  
**Biopsychology** |  
- 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  
- Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.  
- 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. | |
|  |  
**Issues and Debates in Psychology** |  
- Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism  
- Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations  
- The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach  
- Holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism  
- Idiographic and nomothetic approaches to psychological investigation  
- Ethical implications of research studies and theory, including reference to social sensitivity | |
|  | **PAPER 3**  
Issues and Debates – Mr White | | |
| Revision for Paper 1 exam in December – Mr White | • Revision for all areas of Paper 1 |
| Half term 1b | |
| PAPER 3 Relationships – Mr White | **Relationships**
- The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour
- Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity
- 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
- Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships
- Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. |
| PAPER 3 Schizophrenia – Mr White | **Schizophrenia**
- 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.
- Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates.
- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
- Drug therapy: typical and atypical antipsychotics. |

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You can encourage your child to write revision notes for these areas to help them prepare for the December mock exam for Paper 1.

You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk.
<table>
<thead>
<tr>
<th>Half term 2a</th>
<th>PAPER 3 Schizophrenia – Mr White</th>
<th>Schizophrenia</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia</td>
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<td></td>
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<td>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model</td>
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<tr>
<th>Forensic Psychology</th>
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<tr>
<td>• Problems in defining crime. Ways of measuring crime, including official statistics, victim surveys and offender surveys</td>
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<tr>
<td>• Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling</td>
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<tr>
<td>• Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations</td>
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</tbody>
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You can support your child by encouraging them to read around the areas covered throughout the half-term and look at and complete past exam questions that can be found on the AQA website (www.aqa.org.uk).

You can encourage your child to write revision notes for these areas to help them to prepare for the Summer exams for Paper 1 and Paper 2.

You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk.

Your child will get their mock exam back at the start of this half-term. It would be very useful to go through this with your child and look at areas where they performed well and areas that need improvement.

<table>
<thead>
<tr>
<th>Half term 2b</th>
<th>PAPER 3 Forensic Psychology – Mr White</th>
<th>Forensic Psychology</th>
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<tr>
<td></td>
<td></td>
<td>• 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</td>
</tr>
</tbody>
</table>

You can support your child by helping them to devise a revision timetable in order to aid them in their own time management to allow them to be fully prepared for the final exams.

You can support your child by encouraging them to read around the areas covered throughout the half-term and look at and complete past exam questions that can be found on the AQA website (www.aqa.org.uk).

You can encourage your child to write revision notes for these areas to help them to prepare for the Summer exams for Paper 1 and Paper 2.

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<table>
<thead>
<tr>
<th>PAPER 2 Revision – Mr White</th>
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<tr>
<td></td>
<td>• The divisions of the nervous system: central and peripheral (somatic and autonomic)</td>
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<td></td>
<td>• The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition</td>
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<td></td>
<td>• The function of the endocrine system: glands and hormones</td>
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<td></td>
<td>• The fight or flight response including the role of adrenaline</td>
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</table>

You can encourage your child to write revision notes for these areas to help them to prepare for the Summer exams for Paper 1 and Paper 2.

You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk.
### Research Methods

- **Experimental Method** (including laboratory and field experiments; natural and quasiexperiments)
- **Observational Techniques** (including naturalistic and controlled observation; covert and overt observation; participant and non-participant observation)
- **Self-report Techniques** (including questionnaires and interviews)
- **Correlations** (including analysis of the relationship between co-variables and the difference between correlations and experiments)
- **Content analysis**
- **Case studies**
- **Aims** (including stating aims and the difference between aims and hypotheses)
- **Hypotheses** (directional and non-directional)
- **Sampling** (the difference between population and sample; sampling techniques; implications of sampling techniques)
- **Pilot Studies and the Aims of Piloting**
- **Experimental Designs** (repeated measures, independent groups, matched pairs)
- **Observational Design** (behavioural categories; event sampling; time sampling)
- **Questionnaire Construction** (including use of open and closed questions; design of interviews)
- **Variables** (including manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables)
- **Control** (including random allocation and counterbalancing, randomisation and standardisation)
- **Demand Characteristics and Investigator effects**
- **Ethics** (including the role of the British Psychological Society’s code of ethics; ethical issues and dealing with ethical issues in research)
- **The Role of Peer Review in the Scientific Process**
- **The Implications of Psychological Research for the Economy**
- **Reliability across all methods of investigation. Ways of assessing reliability: test-retest and interobserver; improving reliability**
- **Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity**

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**You can support your child by helping them to devise a revision timetable in order to aid them in their own time management.**

**You can support your child by encouraging them to read around the areas covered throughout the half-term and look at and complete past exam questions that can be found on the AQA website (www.aqa.org.uk).**

**You can encourage your child to write revision notes for these areas to help them to prepare for the Summer exams for Paper 1 and Paper 2.**

**You can also support your child by ensuring their home learning tasks are completed. All home learning tasks set in lesson will be recorded on www.doddlelearn.co.uk**
Research Methods (continued)

- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts
- Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing
- Quantitative and Qualitative Data (the distinction between qualitative and quantitative data collection techniques)
- Primary and Secondary Data (including meta-analysis)
- Descriptive Statistics (including measures of central tendency; measures of dispersion; calculation of percentages; positive, negative and zero correlations)
- Presentation and Display of Quantitative Data (including graphs, tables, scattergrams, bar charts, histograms)
- Distributions (including normal and skewed distributions; characteristics of normal and skewed distributions)
- Analysis and interpretation of correlation, including correlation coefficients
- Levels of measurement: nominal, ordinal and interval
- Content analysis and coding. Thematic analysis
- Introduction to Statistical Testing (including the sign test)
- Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors
- 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

Memory

- The concepts of coding, capacity and duration.
- The multi-store model of memory
- Strengths and limitations of the multi-store memory model
- The working memory model
- Strengths and limitations of the working memory model
- Types of Long-Term Memories (Episodic, Semantic, Procedural)
- Forgetting (Interference and Retrieval Failure)
### Paper 1

**Revision – Mr White**

- Accuracy of Eyewitness testimony (EWT) - including misleading information and anxiety
- Improving the accuracy of EWT (Cognitive Interview)

**Attachment**

- Caregiver-Infant Interactions
- Development of Attachment (stages of attachment)
- Animal Studies of Attachment (Lorenz and Harlow)
- Explanations of Attachment - Learning Theory
- Explanations of Attachment – Bowlby’s Theory
- Ainsworth’s Strange Situation – the Types of attachment (secure attachment, insecure-avoidant and insecure-resistant)
- Cultural variations in attachment
- Bowlby’s Theory of Maternal Deprivation
- Roman Orphan Studies – Effects of Institutionalisation
- Influence of Early Attachment

**Social Influence**

- Types of Conformity
- Explanations of Conformity
- Variables Affecting Conformity
- Conformity in Social Roles
- Explanations for obedience: agentic state and legitimacy of authority
- Situational Variables affecting obedience
- Dispositional explanation for obedience: the Authoritarian Personality
- Explanations of resistance to social influence (including social support and locus of control)
- Minority influence
- Social influence processes in social change

### Paper 2

**Revision – Mr White**

**Psychopathology**

- Definitions of Abnormality (deviation from social norms, failure to function adequately, statistical infrequency, deviation from ideal mental health)
  - The Behavioural, Emotional and Cognitive Characteristics of Phobias, Depression and Obsessive Compulsive Disorder (OCD)
    - The Behavioural Approach to Explaining Phobias (including the two-process model)
    - The Behavioural Approach to Treating Phobias (including systematic desensitisation, flooding)
    - The Cognitive Approach to Explaining Depression (including Beck’s negative triad and Ellis’s ABC model)

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You can support your child by helping them to stick to their revision timetable in order to aid them in their own time management and prepare fully for their exams.

You can support your child by encouraging them to continue to read through their notes and complete past exam questions that can be found on the AQA website (www.aqa.org.uk) or from class.
<table>
<thead>
<tr>
<th>Revision for Exams - dependent on dates for the exam – Mr White</th>
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<tbody>
<tr>
<td>. The Cognitive Approach to Treating Depression (including cognitive behaviour therapy (CBT))</td>
</tr>
<tr>
<td>. The Biological Approach to Explaining OCD (including genetic and neural explanations)</td>
</tr>
<tr>
<td>. The Biological Approach to Treating OCD (including drug therapy)</td>
</tr>
</tbody>
</table>

Students will be revising in lessons for the Paper 1, 2 and Paper 3 exam.

Students will be expected to complete extensive revision at home

**Paper 1 Exam**
- 120 minutes
- 96 marks
- 33% of final grade

**Paper 2 Exam**
- 120 minutes
- 96 marks
- 33% of final grade

**Paper 3 Exam**
- 120 minutes
- 96 marks
- 33% of final grade

**Contact details**
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Email: kwh@goffs.herts.sch.uk