

Subject	Y13 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Social Science - Psychology	<p>Autumn Term</p> <p>Research Methods -</p> <ol style="list-style-type: none"> 1. Outline and explain the features and concept of Psychology as a science. 2. Outline, explain, and evaluate case studies as a method of triangulation in psychological research. 3. Outline and explain features of structured report writing. 4. Outline and evaluate different types of validity and reliability, in conjunction with extraneous variables and their impact on research. <p>Biopsychology -</p> <ol style="list-style-type: none"> 5. Identify where specific functions are localised within the brain and evaluate this theory. 6. Outline and evaluate hemispheric lateralisation, including split brain research. 7. Describe research that demonstrates brain plasticity and outline functional recovery after trauma. 8. Evaluate plasticity and functional recovery after trauma with research. 9. Describe and evaluate four ways of studying the brain in some detail i.e. post-mortems, EEGs, ERPs and fMRI. 10. Explain, using examples, three biological rhythms i.e. circadian, infradian and ultradian. 11. Explain the role of exogenous zeitgebers and endogenous pacemakers and analyse why each is important. <p>Forensic Psychology -</p> <ol style="list-style-type: none"> 12. Outline and explain problems in defining crime, and methods used in offender profiling. 13. Outline and explain the range of approaches that help to explain offending behaviour (Biological – atavism, neural and genetic). 14. Outline and explain the range of approaches that help to explain offending behaviour (Psychological – Personality, Cognitive, Social/Moral, Psychodynamic). 15. Outline and explain the range of ways governments deal with offending behaviour. <p>Schizophrenia -</p> <ol style="list-style-type: none"> 16. Identify positive and negative symptoms of schizophrenia. 	<ul style="list-style-type: none"> • All students have been given booklets for each topic they study. These booklets contain all knowledge needed to succeed in the Psychology curriculum. Students take these booklets home every lesson and you may ask your child to explain any of the core knowledge statements to you, using the booklets as reference to test them. • The core knowledge for the Approaches topic is found in the green “Approaches in Psychology” booklet. • The core knowledge for the Biopsychology topic will be found in the pink “Biopsychology Year 1” booklet. • The core knowledge for the Psychopathology topic can be found in the peach “Psychopathology” booklet. • The core knowledge for Research Methods can be found in the blue “Research Methods Year 1” booklet. • The core knowledge for the Memory topic can be found in the cream “Memory” booklet. • If your child cannot confidently explain a core knowledge statement to you, then they should use their booklet to create revision aids for this gap in their knowledge. These could include making flash cards, mind maps and knowledge organisers. • If students would prefer to complete past paper questions, then they can easily access some of these from their class psychology “Team.” You will be able to find these past papers within the “Files” section under the folder “Past Papers.” • YouTube can be a fantastic resource to learn more and

	<p>17. Explain issues in diagnosis of schizophrenia, including reliability and validity.</p> <p>18. Describe and evaluate a range of explanations of schizophrenia, including biological and psychological explanations.</p> <p>19. Explain and evaluate various treatments in managing schizophrenia including drug therapy, CBT, family therapy and token economies.</p> <p>20. Use the interactionist approach to explain the complex nature of schizophrenia development and treatment.</p> <p>Spring Term</p> <p>Cognition and development -</p> <p>21. Outline and evaluate Piaget's theory of cognitive development.</p> <p>22. Outline and evaluate Vygotsky's theory of cognitive development.</p> <p>23. Outline and evaluate Baillargeon's explanation of early infant abilities.</p> <p>24. Outline and evaluate Selman's levels of perspective in the context of cognitive development.</p> <p>25. Outline and evaluate Baron-Cohen's Theory of Mind as an explanation for autism.</p> <p>26. Outline and explain the role of mirror neurons with reference to social cognition.</p> <p>Issues and debates -</p> <p>27. Describe issues with gender and culture bias in psychological research.</p> <p>28. Describe the debate of free will vs determinism and explain three types of determinism (biological, environmental and psychic).</p> <p>29. Explain the nature-nurture debate, with examples, including the complexity of nature-nurture (epigenetics).</p> <p>30. Describe the debate of reductionism vs holism and provide explained strengths and weaknesses of each approach.</p> <p>31. Describe both idiographic and nomothetic approaches to conducting research and the strengths and weaknesses of using each approach.</p> <p>32. Describe ethical implications and explain and give reasons as to why research is socially sensitive.</p>	<p>consolidate knowledge. The following link is to "Psych Boost" which provides many different videos all tailored to the A level Psychology course to help further your child's core knowledge.</p> <ul style="list-style-type: none"> • https://www.youtube.com/@PsychBoost • The following website acts as a revision guide for AQA Psychology A-Level topics. It includes straightforward study notes and summaries of the relevant theories and studies, past papers, and mark schemes with example answers. • https://www.simplypsychology.org/a-level-psychology.html • Your child's teacher is always their best resource and so please encourage your child to seek extra support where appropriate. We have an open-door policy for all our students.
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Summer Term**Overall -**

33. Apply understanding to a range of questions relating to approaches.
34. Apply understanding to a range of questions relating to biopsychology.
35. Apply understanding to a range of questions relating to research methods.
36. Apply understanding to a range of questions relating to attachment.
37. Apply understanding to a range of questions relating to social influence.
38. Apply understanding to a range of questions relating to memory.
39. Apply understanding to a range of questions relating to psychopathology.
40. Apply understanding to a range of questions relating to forensics.
41. Apply understanding to a range of questions relating to schizophrenia.
42. Apply understanding to a range of questions relating to cognition and development.
43. Apply understanding to a range of questions relating to issues and debates.