

Roundwood Park School



KS5 Psychology (Edexcel 9PSO)

Curriculum intent:

An RPS psychologist will respect why people are different and understand that the causes of mental health are holistic, with a view that research underpins all psychological approaches and is relevant to society.

The aims and objectives of Psychology A level are to:

- develop essential knowledge and understanding of different areas of the subject (psychological approaches and applications) and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop student's interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Assessment objectives:

AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data

AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions
- develop and refine practical design and procedures

Layout of Curriculum for Year 1:

Social	Topic and Specification check	5 th lesson content	Home learning	Aspire/Metacognition	Super curricular
Week 1	a) Intro, Obedience: agency theory; wwII, terminology b)Milgram's experiment & 3 variations (10, 7 and 3)	Key terms Glossary; Organisation of folders. Poster of Milgrams variations – one for each.	Pre-reads of Social Impact theory – Qs on obedience and Milgram.	Aspire: Questioning – how, why, what if?	Do: Watch the film: Experimenter (Stanley Milgram)
Week 2	a)Obedience: Social Impact Theory & structure of evaluating theories. b)Factors affecting obedience : Personality, Gender, Situation and Culture	Poster for evaluating theory: Acronym. Write quizlets on Obedience.	Complete project on Factors affecting obedience - P,G,S,C	Aspire: Questioning – how why, what if?	Do: Watch the film: The experiment (Zimbardo's prison experiment)
Week 3	a)Prejudice: Social Identity Theory and Tajfel theory and research b)Prejudice: Realistic conflict theory and the Classic study : Sherif et al. Robbers Cave	Complete the pre-read notes on SIT. APFCE on Sherif – A4 sheet on classic study.	8 marker – evaluate Sherif on reliability and validity.	Aspire: Resourceful – selecting the best resources/experiments/ research	Read: The article: https://opentextbc.ca/soci/psychology/chapter/reducing-discrimination/ How to reduce discrimination.
Week 4	a)Factors affecting Prejudice: Personality, situation and culture b)Revision of content : memorising techniques; quizlets; flash cards; mind maps; graphic organisers.	Authoritarian personalities, RWA and SDO – Developing memorising tools. Glossary of research – pictorial representation of each.	Pre read – Burgers contemporary study. 16 marks – how do individual differences affect prejudice behaviour?	Aspire: Reflecting – understanding how to memorise, you as a learner and developing secure methods of understanding.	Do: Watch the Youtube and Read: The Lucifer Effect – Phillip Zimbardo : How good people turn evil.

Week 5	<p>a)Contemporary study: Burger and essay structure – evaluations 8 markers. Describe & Evaluate tasks.</p> <p>b)Key question: How does psychologists understanding of prejudice help with crowd behaviour and hooliganism?</p>	<p>Methods: Sampling techniques (p. 170) and BPS guidelines (p. 176)</p> <p>Self reporting data : Questionnaire design (p.168)</p>	<p>KEY question written out in 2 clear sections: AO1 – describing the issue for society</p> <p>AO2 – linking prejudice theory and research</p> <p>Conclusion.</p>	<p>Aspire: Making links – linking psychology to real life and community.</p>	<p>Read: Read the article: the London riots – what started? How did they grow</p>
Week 6	<p>a) Methods: Questionnaires and Self report data - The Social Practical:</p> <p>b) Descriptive statistics; mean, median, mode – qualitative data analysis (thematic analysis).</p>	<p>Methods: Qualitative data analysis and thematic analysis (p.174)</p>	<p>Complete practical write-up and revision.</p>	<p>Aspire: Communication – developing questionnaires to present ideas clearly.</p>	<p>Read: BPS (British Psychological Society) – ethical guidelines. http://beta.bps.org.uk</p>
Week 7	<p>a)Social Psychology test, marking and reflection</p> <p>b)Complete exam wrappers, evaluate revision methods, planning methods and areas to work on before next unit test.</p>	<p>REVISION – completion of revision resources; flash cards etc.</p>	<p>Re-do's of all questions not 100%</p>	<p>Aspire: Responsibility – taking control of your learning. Presenting your answers.</p> <p>Metacognition: Exam wrapper; evaluation of planning and memory techniques</p>	<p>Do: Watch the Youtube: Derren Brown – the push – is it ethical? Read: The edge of ethics: https://thepsychologist.bps.org.uk/volume-29/april/edge-ethics</p>
Cognitive	Topic and Specification check	5th lesson content	Home learning	Aspire	Super curricular
Week 8	<p>a)Intro & Multi Store Model of memory – including different features.</p> <p>b)Experiments for STM (duration, capacity and encoding).</p>	<p>Evaluation of MSM</p> <p>Strengths and Weaknesses chart.</p> <p>Cognitive Glossary.</p>	<p>Making the MSM model. Including features.</p>	<p>Aspire: Responsibility – linking the memory model and processing to issues with memorising.</p>	<p>Do: Watch: TED talk : Are we in control of our own decisions? By Dan Ariely</p>
Week 9	<p>a)Case Studies – in particular Henry Molaison, Clive Wearing and their support of MSM</p>	<p>Case Study chart: Those that support : MSM</p>	<p>Memorising key terms for cognitive. A4</p>	<p>Aspire: Making Links – making links with amnesiac patients to</p>	<p>Read: Article on memory: https://www.psychologyt</p>

	b)STM and the introduction of the WMM – links back to Case Studies:	Others that support WMM	summary sheet on each model.	the understanding of memory.	oday.com/gb/basics/memory
Week 10	a)Classic study: Baddeley's: Encoding in LTM b)Contemporary study: Sebastian and Hernandez-Gil : Digit span in Spanish children.	APFCE A4 sheets on both Classic and Contemporary study.	Make a quizzlet for each study. Includes enough questions to be secure on APFCE	Aspire: Organising - designing and organising material in readiness for Y2. Getting ahead of the game ☺	Do: Watch: The Real Rain Man – Documentary about Kim Peek – a man who memorised 12,000 books.
Week 11	a)Explanation of Long-term memory : Episodic and Semantic Memory – Tulving b)Reconstructive Memory – War of the Ghosts - Bartlett	Answer the questions in the text book "Check it": pages 68-75	Revision materials for all 4 models of memory. A4 summary sheets including evaluations.	Aspire: Making Links – making links and connections between the 4 models and the real world.	Do: Watch; TED talk: The riddle of experience vs memory by Daniel Kahneman
Week 12	a)Cognitive Key Question: How does Psychologists understanding of memory help patients with dementia? b)Essay Structures, scaffolding, planning sheets, metacognition.	Metacognition task (planning Key question) Writing the plan, Checking the plan, Writing the 8 marker.	Update all key term sheets, definitions, revision materials for mini-prep quiz.	Aspire: Making Links – making links to the real world – applying memory to dementia patients; impact and knowledge.	Read: Searching for Memory by Daniel Schacter. The author talks through episodic memory and how memories are encoded and retrieved. Do: Watch the film – Still Alice – a film about familial alzheimers.
Week 13	a)Research Methods: Validity(internal, external), reliability, objectivity; experiment design; laboratory experiments; sampling;	Practical Write-up	Statistical test practice; maths questions and practice.	Aspire: Problem Solving – tackling unfamiliar problems: challenge.	Read: The book: Memory by Alan Baddeley, Eysenck and Anderson. A popular book on short-term memory.

	b)Cognitive Practical – laboratory experiment – Inferential statistics; mann-whitney U				
Week 14	a)Cognitive Test, revision, quiz, reflection b)Metacognition: reflection and evaluation	Revision	Revision	Aspire: Responsibility – taking control of learning. Metacognition – Reflection: evaluating methods of revision and planning.	Do: Watch: TED Talk How reliable is your memory? by Elizabeth Loftus on accuracy of Eye Witness Testimony.
Week 15	Reflection week – targeted teaching based on findings of test	Review and retrieval	Review and retrieval	Aspire – reflection and evaluation	
Biological	Topic and Specification check	5th lesson content	Home learning	Aspire	Super curricular
Week 16	a)Intro & Brain structure; CNS and nervous system b)Neurons & Synaptic transmission – practical making neurons and using play doh for synaptic transmission	Information leaflet for 11 year olds on the Brain and communication between neurons.	Key terms and definitions – glossary and labelling completion.	Aspire: Creative Thinking – using creativity to explain synaptic transmission.	Read: The book - Inventing ourselves – Professor Blakemore: What makes the adolescent brain different?
Week 17	a)Recreational drugs & dopamine pathway b)Linking drugs with synaptic transmission and addiction.	Diagrammatic summary of 3 recreational drug action.	Expand the leaflet for 11year old introducing the effect of drugs.	Aspire: Making Links – seeing the action of drugs and the effects on real world.	Do: Listen to The Mind Explained (narrated by Emma Stone) – understanding what happens inside the brain on psychedelics.
Week 18	a)Brain structure & aggression b)Classic Study – Raine et al. prefrontal cortex and PET scans.	Research methods: notes on Scanning methods: CAT, PET and fMRI – page 202 of textbook.	APFCE A4 sheet on Raine et al. Create quizzlet for revision material for A2.	Aspire: Questioning – exploring how scanning works to help psychologists understanding of behaviour	Do: Watch: TED talk on The neuroscience of restorative justice: the brains of murderers. by Daniel Riesel. Research using scanning techniques on murderers brains.
Week 19	a)Hormones and aggression	Textbook notes on page 108.	Write an article regarding the	Aspire: Making Links – linking	Read: The book – Psychopath whisperer;

	b)Animal experiments – monkeys; rats; ethics; standards and procedures act.	Completing the “Check it” questions	history of animal experiments in psychology.	hormones, puberty to behaviour.	The Science of those without conscience by Dr Kent Kiehl.
Week 20	a)Evolution, natural selection & aggression b)Contemporary Study: Brendgen et al: Twin and adoption studies (methods)	Research methods notes: complete notes on the importance of twin and adoption studies. One named twin and one adoption study.	2 x 8 marker: Hormones & aggression; Evolution & aggression.	Aspire: Organising – arranging all explanations of aggression	Do: Watch: TED talk What does the brain of a killer look like? by Jim Fallon. Looking at the genetic explanations of behaviour.
Week 21	a)Freud & Psychodynamic explanations of aggression b) Biological Key Question: What are the implications for society if aggression is nature not nurture?	Key terms and definitions for Psychodynamic explanation. Eros, Thanatos, ID, Ego, Catharsis etc.	Big A3 sheet of explanations of aggression – including psychodynamic, hormones, genes, brain structure	Aspire: Questioning - question marks over why Freud has been discredited. Consider as many reasons why...	Do: Visit the Freud Museum Wed-Sun 12-5pm: NW3 5SX
Week 22	a) Biological Practical: Correlation of height and aggression b)Correlations & Inferential statistics; Spearmans Rank	Practice questions on spearman’s rank.	Practical write-up	Aspire: Collaboration – working with others to gather raw data, analysis of data and discussion of findings.	Find: Two articles on aggression and compare them. Consider the research behind them and use them to lead a class debate.
Week 23	a)Biological Topic Test b)Reflection and evaluation of test	Revision – make revision resources, including flash cards and quizzlet.	Revision	Aspire: Self Discipline – setting aside time to revise Biological, but being disciplined enough to recap Cognitive and Social Metacognition: Evaluation and reflection. 4 tests in –	

				comparison of different revision methods; flash cards vs mind maps and quizzlets.	
Learning	Topic and Specification check	5th lesson content	Home learning	Aspire	Super curricular
Week 24	a) Intro to Learning and classical conditioning; pavlov's experiments b) Operant conditioning; skinner's rats; reinforcements including schedules of reinforcements.	Complete a story board of Pavlov and his dog experiments. Key terms glossary for both types of conditioning.	Complete 2 different examples of classical conditioning using key terminology.	Aspire: Thinking logically – linking associations to behaviours and devising new explanations.	Read: The book – Opening Skinner's Box; by Lauren Slater.
Week 25	a) Phobias ; acquisition, generalising, extinction, spontaneous recovery b) Treatment of phobias – systematic desensitisation and flooding	Page 144. Diagrams of acquisition. Describe and evaluate the acquisition and maintenance of phobias	8 marker – evaluate how operant and classical conditioning could explain gambling behaviour.	Aspire: Making links – linking phobias to learning theories. Which explanations are most credible/likely?	Do: Research some of the most important psychological and interesting experiments: Elephants on Acid and other bizarre experiments. By Alex Boese.
Week 26	a) Social Learning theory – children see, children do b) Bandura 61, 63, 65	Page 138. Key terms and A3 sheet divided into 3 of Bandura's experiment.	8 marks : Evaluate Bandura's experiment as an explanation for human behaviours such as aggression	Aspire: Insight – looking at media portrayal of females – analysing the effect.	Read: We need to talk about Kevin book about a mother's dislike of her own son – he goes off the rails and kills his classmates. (Nature vs nurture debate)
Week 27	a) Classic study – Watson and Rayner – Little Albert. Links to the acquisition of phobias.	APFCC of the classic study – page 148	2 x Evaluations of Classic and contemporary study.	Aspire: Making links – looking at the history of phobias and experiments that	Read: Bad science by Ben Goldacre. This book lifts the lid on quack doctors, flaky statistics and scaremongering.

	b)Contemporary study – Becker et al. Eating behaviours and television exposure			shouldn't have happened.	
Week 28	a)Observation practical. Planning and carrying out the learning practical. Car observation. b)Chi Square and data analysis of observation. Evaluation of observational methods.	Notes on qualitative and quantitative data analysis.	Writing up the learning practical. Including statistics and accepting/rejecting hypothesis	Aspire : Planning, reflection and evaluation. Linking memory to preparation of mocks.	Do: Watch a TED talk on memory techniques; method of loci, methods of maximising retrieval to help capacity for learning and revising for mocks. (How to triple your memory)
Week 29	a)Learning test and mock preparation. April mocks to include all 4 Y12 topics. Mock and mock marking b) Revision methods and techniques. Research methods and finishing loose ends.	Revision resources; revision methods.	Revision of all topics.	Metacognition: reflecting on successful methods used in Y12 for learning and memorising. Planning revision time based on previous learning.	Do: Listen to the podcast – Invisibilia. It explores the hidden forces that shape the way humans think and act.
Week 30	Revision exercises in preparation for the mocks	Revision	Revision	Reflection	
Week 31	MOCK EXAMS – ALL YEAR 1 topic content examined using AS papers	Paper 1 = Social and Cognitive	Paper 2 = Biological and Learning		
Issues and Debates	Topic and Specification check	5th lesson content	Home learning	Aspire	Super curricular
Week 1	Ethics - research and experiments with humans – how do psychologists overcome the issues – and what are they? Ethics – animal experiments and research (benefit over cost to animals)	Summary notes and poster on Issues of ethics	Watch the documentary suggested in supercurricular and write about all the ethical issues surrounding the case.	Making Links – thinking about the wider context of ethics across all topics and research	Do: Watch the documentary: Three incredible Strangers (separated from birth – triplets and the consequences)

Week 2	Is Psychology a Science – CHIMP FORCE and how research within different psychological areas is scientifically viable or not.	Exam questions on Psychology is a Science	Exam question – writing a letter to an admissions officer – trying to persuade them of the scientific basis of psychology	Making Links: making links to other sciences, wider research, admissions to university etc.	Read: Fake science – look up as many different research
Week 3	Nature vs Nurture debate Diathesis Stress Model – exploring epigenetics and the explanations of flexible genes.	Preparation of presentation on one human behaviour where nature vs nurture is an issue as an explanation	Continuation of presentation prepping.	Making Links	Do: Listen to a podcast – All in the mind on trauma/social media etc and use it to insert ideas into your presentation (wider than the context of the syllabus).
Week 4	MOCK Reflection – re-do's and Reactions to exam technique	Re-do of exam questions where 100% not achieved	Re-do's of exam questions where 100% not achieved	Reflection, evaluation and planning ahead.	
Week 5	Issues of Research and Design – review of research methods: Sampling Experiment design Reliability Validity Different research methods: lab; field; natural; observation; interviews; questionnaires;	Revision materials for Research Methods – strengths and weaknesses	Research methods revision for test. Exam questions with issues of research	Thinking logically – often required to think outside the box linking practical issues to unseen research.	Do: Listen to a podcast – PsychCrunch – it's from the BPS's Research digest. Each episode explores whether the findings from research can make a difference in real life.

Layout of Curriculum for Year 2 (no 5th lesson – all 5 hours taught):

Criminal	Topic and Specification check	Home learning	Aspire/Metacognition	Super curricular
Week 1				Do: Watch the film – we need to talk about

	<p>What is Crime? Definitions of crimes, antisocial behaviour – outline of criminal psychology – overview.</p> <p>Social explanations for crime (including SLT, labelling and Self-fulfilling prophecy)</p>	<p>Start glossary of terms for criminal</p> <p>Students to recap Social Learning theory as explanation for crime – link from Learning topic</p> <p>Evaluate Social explanations of crime (essay) [SOA acronym]</p>	<p>Making Links : wider world examples, criminal minds and links to anti-social behaviour examples</p>	<p>Kevin. A film about Evil</p>
Week 2	<p>Biological explanations of crime and anti-social behaviour</p> <p>Individual differences including personality as an explanation of crime</p>	<p>Evaluate Biological explanations of crime (16 marks) Use [SODA]</p>	<p>Reflection – recap of biological explanations and biological approach.</p>	<p>Do: Listen to a podcast – The Hidden Brain – Hidden brain reveals the unconscious patterns that drive human behaviour and the biases that shape our choices.</p>
Week 3	<p>Treatment programmes for criminals – Cognitive treatment – anger management programmes</p> <p>Biological treatments for offenders – improved diet – use of research to test success of improved diet</p>	<p>Evaluate the effectiveness of Anger Management (DESERT) acronym</p> <p>Evaluate the effectiveness of Improved diet (DESERT) acronym</p>	<p>Making Links - prisons, careers in reforming criminals; probation and success of AMPs in prisons currently.</p>	
Week 4	<p>Psychological formulation – introducing behavioural research into identifying patterns and behaviours.</p>	<p>Do: Watch – Mindhunter – based on some true facts about the development of</p>		

	Using Mindhunter – putting together formulations of criminals and how these can be used to reduce recidivism.	psychological profiling and formulation – behavioural science unit are used to understand the criminal mind and behaviour.		
Week 5	<p>Classic Study – Loftus and Palmer – research into EWT – the lab study and evaluation</p> <p>Contemporary Study – Valentine and Mesout – research into EWT – a field study and evaluation</p>	APFCE and GRAVE to evaluate the classic study.	Making Links – linking EWT to cognitive psychology – reconstructive memory and Bartlett. Reflection of previous approach.	Do: Watch – Conversations with a Killer: The Ted Bundy Tapes – 4 x 60 min episodes. The law enforcements who worked on his case are involved. Useful when considering Crime.
Week 6	<p>The Case Study of Yuille and Cutshall – Canadian gunshop robbery – using real case and examining EWT.</p> <p>Research Methods – and the practical issues of reliability and validity of studying EWT.</p>	<p>Comparison of Lab, Field and Case Studies in effectiveness of EWT.</p> <p>Exam question practice (old spec) on research issues (reliability and validity)</p>	Reflection and planning – planning essays and comparing different research methods. Thinking logically about all the issues with research of EWT.	Do: Listen to the podcast - Radio 4 – Elizabeth Loftus speaks about her experiments and the effects on EWT and the changes to judicial system.
Week 7	<p>The Cognitive Interview and evaluation of the C.I being used across police forces.</p> <p>The Standard Interview and the ethical interview techniques.</p>	Mindmap of the 4 stages of the C.I.	Making Links – links to careers; policing; training; cost and expertise and how research may have its constraints in social change.	

Week 8	<p>Factors influencing EWT with regard to reliability: post-event information, leading questions, anxiety and weapon focus.</p> <p>The Key Question – Are EWT too unreliable to trust? Recap – Reconstructive memory and flashbulb memories.</p>	Writing out the Key question for timed essay practice.	Making Links – Key question to recognise the changes to judicial system following research – how can psychologists understanding help to shape societal change?	
Week 9	<p>Introduction to juries and mock trials – the factors that will influence juries: attractiveness, race, accent, pre-trial publicity. Include “Minority influence – and Moscovici (despite not in spec – interesting for social change and influences).</p> <p>Contemporary Study – Bradbury and Williams – to explain mock trials and their use/issues</p>	Mindmap highlighting all the factors affecting a jury.	Making Links – Social change – how one person can influence a majority and bring about change through: Consistency.	Do: Watch the film – 12 Angry Men – all about the deliberation room and the effect of “minority”; consistency of message to sway a jury.
Week 10	<p>The Criminal Practical – EWT research using questionnaire and demonstration.</p> <p>Statistics and Evaluation of the practical – review of research methods and effectiveness of EWT.</p>	APFCE of Criminal practical – writeup. Including an ABSTRACT.	Collaboration – working together to collate results, analyse and critique.	
Week 11	<p>Maths and Statistics recap and revision. Examples of research and unseen studies to practice methods and question experiment design, sampling, ethics etc.</p> <p>Revision and recap of topic</p>	Maths questions practice; Stats questions practice.	Reflecton, Thinking logically – reflecting on the inferential statistics appropriate to different research	
	Criminal Topic Test			
Clinical	Topic and Specification check	Home learning	Aspire/Metacognition	Super curricular
Week 12				Do: Watch the film – Girl, Interrupted is a

	<p>Introduction to Clinical psychology -diagnosis and mental health disorders. Intro to Schizophrenia as a mental health disorder</p> <p>Sz symptoms and features</p>	<p>Sz – chart including positive and negative symptoms of Sz. Diagnostic criteria from DSM IV/V</p>	<p>Making Links - mental health disorders in wider community; careers; treatments and professionals</p>	<p>psychological drama based on a stay in a mental institution.</p>
Week 13	<p>Sz - Biological explanations as an explanation for Sz – including neurotransmitters – and evaluation.</p> <p>Contemporary Study – Carlsson – to include further criticisms of neurotransmitter explanation (Glutamate etc)</p> <p>.</p>	<p>Diagrammatic poster for younger years explaining how neurotransmitters are linked to the explanation.</p> <p>APFCE of Carlsson. Evaluation of the Contemporary study.</p>	<p>Making Links - mental health disorders in wider community; careers; treatments and professionals</p>	<p>Read: - read the study by Gottesman and Shields – twin study.</p>
Week 14	<p>Sz - Biological explanation – genes as an explanation for Sz including twin studies</p> <p>Sz - Biological treatment for Sz – including antipsychotics</p>	<p>Make a drugs packet – cover a small box – with what to expect from the drugs (actions) and possible side effects.</p>	<p>Making Links - mental health disorders in wider community; careers; treatments and professionals</p>	<p>Do: Watch the film – A Beautiful Mind – based on the life of John Nash (paranoid Schizophrenic)</p>
Week 15	<p>Sz - Non-biological explanation – Social causation as an explanation for Sz.</p> <p>Sz - Non-biological treatment – CBT – for irrational thoughts.</p>	<p>Evaluate the two treatments for Sz – 16 marks. Make at least one comparison. Use DESERT acronym.</p>	<p>Making Links - mental health disorders in wider community; careers; treatments and professionals</p>	
Week 16		<p>APFCE of Rosenhan</p>	<p>Making Links - mental health disorders</p>	<p>Do: Watch the documentary – Louis Theroux spends time</p>

	<p>Sz – Classic Study – Rosenhan and the issues of reliability and validity of diagnosing using pseudopatients with Sz</p> <p>Planning 16 mark essays – using Rosenhan to plan longer essays. Evaluation – incorporating Issues and Debates and extending GRAVE.</p>	16 mark Evaluation of the Classic Study	in wider community; careers; treatments and professionals	in psychiatric units which treat mothers experiencing mental illness.
Week 17	<p>Sz - Research Methods for Clinical psychology – The use of case studies – Laverenne and group therapy session.</p> <p>Sz – Clinical Interviews. Exam practice looking at research questions specific to Clinical</p>	Exam question practice. Evaluate the use of	Making Links - mental health disorders in wider community; careers; treatments and professionals	Do: Watch the film – To the Bone – a woman who battles anorexia. Covers treatments and the constant struggle.
Week 18	<p>Anorexia (An) – Symptoms and Features</p> <p>An - Biological explanation for Anorexia N (EPHX2 and DAT1 – including Scott van Zeeland contemporary study of EPHX2.</p>	<p>Diagrammatic poster of the process of synaptic transmission and the effect of faulty DAT 1 gene. Genetic diagram of EPHX2.</p> <p>APFCE of Scott Van Zeeland.</p>	Making Links - mental health disorders in wider community; careers; treatments and professionals	
Week 19	<p>AN – Anorexia Biological treatment – SSRIs and Anti-psychotics. – Evaluate the effectiveness.</p> <p>AN – Anorexia non-biological explanation – faulty cognition and body dysmorphia</p>	Essay practice – using DESERT	Making Links - mental health disorders in wider community; careers; treatments and professionals	
Week 20	<p>AN - Contemporary Study – Guardia – links to non-biological explanation.</p> <p>AN – Anorexia non biological treatment – eCBT – details of the stages. Comparison of treatments for AN using DESERT.</p>	APFCE – of Guardia. – Evaluation of 8 marks.	Making Links - mental health disorders in wider community; careers; treatments and professionals	

		Evaluation of the treatment DESERT.		
Week 21	Diagnosing Mental Health disorders – the 4 Ds. Recap of Rosenhan – looking at reliability and validity of diagnosis.	Poster of the 4 D's. Acronym and poems...get creative.	Making Links - mental health disorders in wider community; careers; treatments and professionals	
Week 22	Cultural issues with diagnosing mental health disorders. DSM as a diagnostic tool for diagnosing disorders. ICD10		Making Links - mental health disorders in wider community; careers; treatments and professionals	
Week 23	Clinical Key question – How does stigma affect the treatment of mental health disorders in the UK?	Write out the Key question – links to Time to Change website.	Making Links - mental health disorders in wider community; careers; treatments and professionals	Read full article : Time to Change.
Week 24	The Clinical practical – content analysis of 2 relevant articles – stigma and the media. (looking at negative and positive portrayal in broadsheet vs tabloid). Thematic analysis; content analysis; comparison of quantitative and qualitative data capture methods. Links to Issues and Debates.	Write up of the practical – APFCE + improvements.	Making Links - mental health disorders in wider community; careers; treatments and professionals	
Week 25	Issues and Debates:	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 26	Issues and Debates	Completion of tables	Reflection and Evaluation – synopsis of all studies, research	

			throughout year 1 and 2.	
Week 27	Issues and Debates	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 28	Issues and Debates	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 29	Issues and Debates	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 30	Issues and Debates	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 31	Comparison of Classic Studies: reliability, validity, credibility, objective	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 32	Comparison of Classic Studies: reliability, validity, credibility, objective	Completion of tables	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
Week 33	Research Methods	Strengths and Weaknesses	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	

Week 34	Research Methods; inferential statistics; unseen studies	Strengths and weaknesses.	Reflection and Evaluation – synopsis of all studies, research throughout year 1 and 2.	
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