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.

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.

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 and neural correlates, including the dopamine hypothesis.
Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.
Drug therapy: typical and atypical antipsychotics.
Cognitive behaviour therapy

ecological validity and
temporal validity. Assessment
of validity. Improving validity.
Fe16 5

	Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.					
	End of Unit Assessment	End of Unit Assessment & mock exams	End of Unit Assessment	End of Unit Assessment & mock exams	Summer series exams	Summer series exams
	Starting the new academic year with biopsychology allows for students to recap biopsychology from Yr12 as well as developing their biological vocabulary and understanding for the optional units in Yr13. This is especially applicable to forensic psychology and schizophrenia which have biological based subtopics such as neural and genetic application. Students will be able to build on the RM skills developed in Year 12. Students will have an in depth understanding of both experimental and nonexperimental methods and some experience of applying this to novel situations. Students will have been introduced to the concept of statistical testing and this is extended in the first weeks of Year 13.		Gives students a chance to practice/recall/test their knowledge, understanding, retention and skills from Psychology. Testing formatively gives students the chance to synoptically link various concepts, theories, topics and skills from across the subject. This should be demonstrated through various types of questioning. Allows for more complex biopsychology, RM and issues and debates to be understood in a wider, contemporary context.		In the final two terms all teaching of new content has been completed. Students will use remaining time to revise all prior topics. Lessons will be spent reteaching and reassessing students on prior content from all three papers. This will include weekly assessment of exam papers. Content that will be retaught which focuses on areas of identified weakness in assessments, areas students lack confidence and areas likely to emerge in this year's exam.	
	Critical Thinking Wider Application Analysis Resourcefulness	Writing skills Empathy Debate Resilience	Critical Thinking Wider Application Retention Resilience	Wider Application Analysis Resourcefulness		

		Retention Writing skills	Writing skills	Critical Thinking		