

IDSALL SCHOOL



Our vision for psychology

Psychology is the scientific study of the mind and how it influences our behaviour, from communication and memory to thought and emotion. It is about understanding certain aspects of human behaviours such as triggers to aggression or depression and using this knowledge to address many of the problems and issues in society today such as increasing crime rates or mental health issues. People seek the help and support of psychologists for all sorts of problems and psychologists employ their knowledge and expertise to help in many areas of society.

The psychology curriculum will give students a strong foundation to pursue a career in the field. By the end of the course students will be able to demonstrate knowledge and understanding of psychological concepts, theories, research studies, methods and ethical issues within psychology. They will be able to apply their psychological knowledge and understanding in a range of contexts and be able to analyse, interpret and evaluate psychological concepts, theories, studies and methods. We follow the AQA specification, this specification has been selected for its clarity, popularity and accessibility, ensuring that students are helped as much as possible in their learning. This qualification introduces students to basic knowledge of all areas of psychology and it promotes the development of critical analysis, independent thinking and research skills. The AQA specification ensures that the topics have been updated so that they include the latest advances in the subject.

The Big Picture Intent:

Our AQA A level psychology course varies from our GCSE curriculum but still allows students to excel based on their prior learning. The A level curriculum is designed and delivered in such a way that no prior qualifications in psychology are necessary excel in the subject. The A level curriculum is as broad and balanced as the GCSE curriculum, covering the fundamentals of psychology and encouraging students to develop the following skills amongst a broader range of topic areas: critical analysis, independent thinking and research skills. Students are also encouraged to acquire knowledge of psychological theories and scientific processes.

Our intentions for A level psychology at Idsall are to build on and provide solid foundations of knowledge and skills for our students to confidently progress beyond key stage 5 , for example into higher education. For students not progressing onto higher education, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neuro-diversity. This is becoming increasingly important relevant for our current society and healthcare system. All students in KS5 will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area they choose to pursue. Students will be motivated and inspired to achieve the very highest aspirations both for attainment in psychology and for their future career aspirations.

Implementation:

10 lessons are delivered over a fortnightly period. Due to the depth and breadth of the course, students will be co-taught topics. Lessons begin with a do now task based on retrieval practice and are chunked and adapted to meet the needs of learners. Students are provided with checklists for each topic to aid in their organisation and revision of the course material.

Paper One topics focus on introductory topics in psychology, covering:

- Memory
- Social Influence
- Psychopathology
- Attachments

Paper Two topics focus on psychology in context, covering:

- Research Methods
- Approaches
- Biopsychology (Y13)

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Once taught, Research Methods is embedded into each topic throughout the course. Formal structures to answering A level questions will be embedded as will literacy and use of psychological vocabulary. Students will be expected to demonstrate mathematical skills such as calculating fractions, percentages and decimals and being able to present data in a graphical format.

The A level is 100% exam-based with students sitting three externally assessed papers at the end of Y13. Students are given 2 hours to complete each paper. Each section of the paper consists of a similar format: multiple choice, short answer and extended writing questions. Papers 1 & 3 follow the same format – 24 marks per section, 4 sections. Paper 2 has 3 sections as research methods is worth twice the number of marks as a usual section (48 marks). Each paper is equally weighted (33% each) and worth 96 marks. .

Impact:

Students will feel challenged and excited by the psychology curriculum and have started to foster a lifelong interest in psychological issues. Students will obtain a comprehensive understanding of why people, think, behave and develop in the way they do. This will help students increase their self-confidence, make informed career decisions and develop better relationships. Topics covered in psychology will also allow students to manage their stress, improve their social skills and understand prejudice and discrimination. These skills are important in all areas of the academic, professional and personal lives of our students. Students will feel challenged and will have increased understanding and confidence in A level psychology over the two-year course and will be able to apply their new knowledge and skills to a variety of new and challenging psychological topics. Students will know more and remember more. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

Key Summative Assessments:

A minimum of 6 formal assessments over the school year; consisting of at least one mid-topic or end of topic assessment per topic

1 X cumulative summer-term mock exam based on Y12 (paper one and two) topics.

Each assessment (including mock exams) followed by teacher feedback and student DIRT task(s).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

Approaches, Research Methods
Psychopathology

Spring Term

Memory, Attachments, Social Influence

Summer Term

Y1 Revision, Mock Exam Preparation
Biopsychology

| Content/Units | Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small> | Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small> | Prior Learning | Future learning (Y13) |
|--|--|--|---|--|
| <ul style="list-style-type: none"> Research Methods | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods through active involvement in the research process Apply psychological theories, concepts, evidence and research methods to a range of topic areas Develop an understanding of the interrelationships between the core areas of psychology Analyse and evaluate psychological ideas, processes and procedures in relation to the specified Paper 1 content Demonstrate evaluation skills by making judgements and producing developments or refinements of psychological procedures Analyse and evaluate psychological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> Design research Conduct research Analyse and interpret data | <ul style="list-style-type: none"> Types of Research Methods <ul style="list-style-type: none"> Experimental method: types of experiment; laboratory, field, natural and quasi Observational techniques: types of observation: naturalistic, controlled, covert, overt, participant and non-participant Self-report techniques: questionnaires; interviews, structured and unstructured Correlations: analysis of the relationship between co-variables; the difference between correlations and experiments Scientific processes <ul style="list-style-type: none"> Aims: stating aims, the difference between aims and hypotheses Hypotheses: directional and non-directional Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables Control: random allocation and counterbalancing, randomisation and standardisation Demand characteristics and investigator effects Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation 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 Pilot studies and the aims of piloting Ethics: including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research The role of peer review in the scientific process The implications of psychological research for the economy Data handling and analysis <ul style="list-style-type: none"> Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques Primary and secondary data, including meta-analysis Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts Distributions: normal and skewed distributions; characteristics of normal and skewed distributions Introduction to statistical testing - the sign test: when to use the sign test; calculation of the sign test | <p>Core research methods knowledge, understanding and skills developed and embedded throughout the GCSE psychology curriculum</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Develop and deepen knowledge and understanding of different topics in psychology such as Forensic Psychology, Schizophrenia and Gender. Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour |

| Content/Units | Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small> | Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small> | Prior Learning | Future learning (Y13) |
|--|--|--|---|---|
| <ul style="list-style-type: none"> Approaches | <ul style="list-style-type: none"> Understand and explain the origins of psychology, leading to a deeper understanding of how psychology became a science Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Approaches topic Apply psychological theories, concepts, real-life examples and psychological evidence to the topic of Approaches Develop an understanding of how the studies in the topic of Approaches relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity Evaluate therapies and treatments including in terms of their appropriateness and effectiveness | <ul style="list-style-type: none"> Origins of Psychology <ul style="list-style-type: none"> Wundt and introspection The emergence of Psychology as a science Learning approaches <ul style="list-style-type: none"> Behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research Cognitive approach <ul style="list-style-type: none"> The study of internal mental processes The role of schema The use of theoretical and computer models to explain and make inferences about mental processes The emergence of cognitive neuroscience Biological approach <ul style="list-style-type: none"> The influence of genes, biological structures and neurochemistry on behaviour Genotype and phenotype Genetic basis of behaviour Evolution and behaviour Psychodynamic approach <ul style="list-style-type: none"> The role of the unconscious The structure of personality: id, ego and superego Defence mechanisms including repression, denial and displacement Psychosexual stages Humanistic Psychology <ul style="list-style-type: none"> Free will Self-actualisation and Maslow’s hierarchy of needs Focus on the self, congruence, the role of conditions of worth The influence on counselling psychology Comparison of approaches | <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying biological knowledge e.g. evolution, genotype and phenotype, developed and embedded in science</p> <p>Awareness of what schema’s are and how they are linked to cognitive processes is delivered in the GCSE curriculum</p> | <ul style="list-style-type: none"> Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Apply knowledge of the psychological approaches to explanations of various behaviours/ ideas and concepts throughout psychology Develop and deepen knowledge and understanding of different topics in psychology such as Forensic Psychology, Schizophrenia and Gender. Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour |

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|---|---|--|---|--|
| <ul style="list-style-type: none"> Psychopathology | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Psychopathology topic Apply psychological theories, concepts, evidence and research methods to the topic area of Psychopathology Develop an understanding of how the studies in the topic Psychopathology relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity Evaluate therapies and treatments including in terms of their appropriateness and effectiveness | <ul style="list-style-type: none"> <u>Definitions of abnormality</u> <ul style="list-style-type: none"> Deviation from social norms Failure to function adequately Statistical infrequency deviation from ideal mental health <u>Characteristics of abnormality</u> <ul style="list-style-type: none"> The behavioural, emotional and cognitive characteristics of phobias The behavioural, emotional and cognitive characteristics of depression The behavioural, emotional and cognitive characteristics of obsessive-compulsive disorder (OCD) <u>Explanations of abnormality</u> <ul style="list-style-type: none"> Behavioural approach to explaining phobias: the two-process model, including classical and operant conditioning Cognitive approach to explaining depression: Beck’s negative triad and Ellis’ ABC model Biological approach to explaining OCD: genetic and neural explanations <u>Treatments for abnormality</u> <ul style="list-style-type: none"> Behavioural approach to treating phobias: systematic desensitisation including relaxation and use of hierarchy, flooding Cognitive approach to treating depression: cognitive behavioural therapy, including challenging irrational thoughts Biological approach to treating OCD: drug therapy | <p>Underlying knowledge and understanding of SMSC issues such as definitions and characteristics of abnormality developed through the PSHE curriculum.</p> <p>A detailed understanding of the behavioural, cognitive and biological approaches to psychological understanding from the Approaches topic, to be further developed in the Psychopathology topic</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Develop and deepen knowledge and understanding of different topics in psychology such as Forensic Psychology, Gender and Schizophrenia. Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour |

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|--|---|--|---|--|
| <ul style="list-style-type: none"> Memory | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Memory topic Apply psychological theories, concepts, evidence and research methods to the topic area of Memory Develop an understanding of how the studies in the topic Memory relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity | <ul style="list-style-type: none"> <u>The Multi-Store Model of Memory</u> <ul style="list-style-type: none"> Sensory register Short-term memory Long-term memory Features of each store: coding, capacity and duration <u>Types of Long Term Memory</u> <ul style="list-style-type: none"> Episodic Semantic Procedural <u>The Working Memory Model</u> <ul style="list-style-type: none"> Central executive Phonological loop Visuo-spatial sketchpad Episodic buffer Features of the model: coding and capacity <u>Explanations For Forgetting</u> <ul style="list-style-type: none"> Proactive and retroactive interference Retrieval failure due to absence of cues <u>Factors Affecting The Accuracy Of Eyewitness Testimony</u> <ul style="list-style-type: none"> Misleading information Leading questions Post-event discussion Anxiety <u>Improving The Accuracy Of Eyewitness Testimony</u> <ul style="list-style-type: none"> The use of the cognitive interview | <p>Core knowledge, understanding and skills relating to the Memory topic and cognitive processes are developed and embedded throughout the GCSE psychology curriculum</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> | <ul style="list-style-type: none"> Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Develop and deepen knowledge and understanding of different topics in psychology such as Forensic Psychology, Schizophrenia and Gender. Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour |

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|---|--|--|---|--|
| <ul style="list-style-type: none"> Attachments | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Attachments topic Apply psychological theories, concepts, evidence and research methods to the topic area of Attachments Develop an understanding of how the studies in the topic Attachments relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity | <ul style="list-style-type: none"> <u>Caregiver-infant interactions in humans</u> <ul style="list-style-type: none"> Reciprocity Interactional synchrony Stages of attachment identified by Schaffer Multiple attachments The role of the father <u>Animal studies of attachment</u> <ul style="list-style-type: none"> Lorenz Harlow <u>Explanations of attachment</u> <ul style="list-style-type: none"> Learning theory Bowlby's monotropic theory: the concepts of a critical period and an internal working model. <u>Types of attachment</u> <ul style="list-style-type: none"> Ainsworth's 'Strange Situation' Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment types, including van Ijzendoorn <u>Privation of attachment</u> <ul style="list-style-type: none"> Bowlby's theory of maternal deprivation Romanian orphan studies: effects of institutionalisation <u>Attachment and future relationships</u> <ul style="list-style-type: none"> The influence of early attachment on childhood and adult relationships The role of an internal working model | <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>A strong understanding of the basics of learning theory developed in the Approaches topic, to be further explored in the explanations of attachment section of the Attachments topic</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> | <ul style="list-style-type: none"> Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Develop and deepen knowledge and understanding of different topics in psychology such as Forensic Psychology, Schizophrenia and Gender. Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour |

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|--|---|--|--|--|
| <ul style="list-style-type: none"> Social Influence | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Social Influence topic Apply psychological theories, concepts, evidence and research methods to the topic area of Social Influence Develop an understanding of how the studies in the topic Social Influence relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity | <ul style="list-style-type: none"> Conformity <ul style="list-style-type: none"> Types of conformity: internalisation, identification and compliance Explanations for conformity: informational social influence and normative social influence Asch’s research into conformity Variables affecting conformity including group size, unanimity and task difficulty, as investigated by Asch Conformity to social roles as investigated by Zimbardo Obedience <ul style="list-style-type: none"> Social-psychological explanations for obedience: agentic state, legitimacy of authority Dispositional explanation for obedience: the Authoritarian Personality Situational variables affecting obedience including uniform, proximity and location, as investigated by Milgram Resistance to Social Influence <ul style="list-style-type: none"> Locus of Control explanation Social Support explanation Minority influence and Social Change <ul style="list-style-type: none"> Minority influence including reference to consistency, commitment and flexibility The role of social influence processes in social change | <p>Core knowledge, understanding and skills relating to the social influence topic are developed and embedded throughout the GCSE psychology curriculum</p> <p>Underlying knowledge and understanding of SMSC issues such as conformity (peer pressure and crowd behaviour) developed through the PSHE curriculum.</p> <p>An awareness of Nazi Germany delivered through the History curriculum which will be built on and explored further as part of the Obedience topic</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> | <ul style="list-style-type: none"> Develop and deepen knowledge and understanding of psychological theories and studies in order to apply them to more complex psychological units and in different contexts Develop and deepen knowledge and understanding of different topics in psychology such as Forensic Psychology, Schizophrenia and Gender. Be able to design, conduct and analyse their own research study to aid in their consolidation of research methods Develop psychological vocabulary and apply it in a variety of contexts Master the skills of analysis and evaluation Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour |

The Big Picture Intent:

Year 13 psychology is designed to maximise progression in preparation for year 13 examination and the study of psychology at degree level. The A-Level psychology curriculum continues to be broad and balanced in year 13 and seeks to continue to foster a lifelong interest in psychological concepts and issues in students, beyond the classroom and into adulthood. Many new topics in year 13 present opportunities to broaden students psychological knowledge and understanding, as well as recap on year 12 content, and linking this to brand new content. All topics give students the chance to extended themselves on the journey to achieving their potential. The year 13 curriculum outlines a continued logical learning journey for our students in the second year of A level, where core concepts and theories continue to be embedded and student confidence built in their use in each subsequent unit of work. This approach enables students to build their knowledge, understanding and attainment as the course comes to an end. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

10 lessons are delivered over a fortnightly period. Due to the depth and breadth of the course, students will be co-taught topics. Lessons begin with a do now task based on retrieval practice and are chunked and adapted to meet the needs of learners. Students are provided with checklists for each topic to aid in their organisation and revision of the course material.

Paper Two topics focus on psychology in context, covering:

- Approaches (Y12)
- Biopsychology
- Research Methods

Paper Three topics focus on issues and options in psychology, covering:

- Issues and Debates
- Forensic Psychology
- Schizophrenia
- Gender

The skills of application, analysis and evaluation are explicitly taught as part of the learning process. Once taught, Research Methods is embedded into each topic throughout the course. Issues and Debates is a synoptic topic and so is embedded throughout but delivered fully once all areas of the course have been delivered. Formal structures to answering A level questions will be embedded as will literacy and use of psychological vocabulary. Students will be expected to demonstrate mathematical skills such as calculating fractions, percentages and decimals and being able to present data in a graphical format.

The A level is 100% exam-based with students sitting three externally assessed papers at the end of Y13. Students are given 2 hours to complete each paper. Each section of the paper consists of a similar format: multiple choice, short answer and extended writing questions. Papers 1 & 3 follow the same format – 24 marks per section, 4 sections. Paper 2 has 3 sections as research methods is worth twice the number of marks as a usual section (48 marks). Each paper is equally weighted (33% each) and worth 96 marks. .

Impact:

Students will continue to feel challenged and excited by the psychology curriculum, they will have a solid understanding of why people think, feel, behave and develop in the way they do. Students will have increased understanding and confidence in A level psychology and be able to master skills enabling them to tackle challenging psychological concepts and questions. Students will know more and remember more. They will be more familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments. The study of psychology at A level could facilitate our students transitioning onto several possible related university and/or apprenticeship courses, as well as into the world of work. Successful psychology students may go on to study the subject at a higher degree level or pursue related degrees in areas such as mental health nursing, medicine, neuroscience, sociology, criminology or law. They may also go onto establish careers in research, mathematics, or teaching.

Key Summative Assessments:

A minimum of 6 formal assessments over the school year; consisting of at least one mid-topic or end of topic assessment per topic

1 X cumulative summer-term mock exam based on Y12 (paper one and two) topics.

Each assessment (including mock exams) followed by teacher feedback and student DIRT task(s).

Weekly homework based primarily on knowledge retrieval as well as some instances of flipped learning.

Retrieval (do now) task at the start of each lesson, live marking and low stakes quizzing when needed.

Autumn Term

Y2 Research Methods, Schizophrenia

Spring Term

Forensic Psychology, Gender Issues and Debates

Summer Term

Revision, Exam Preparation

| Content/Units | Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge | Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning | Prior Learning | Future learning |
|---|--|--|--|---|
| <ul style="list-style-type: none"> Biopsychology | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Biopsychology topic Apply psychological theories, concepts, evidence and research methods to the topic area of Biopsychology Develop an understanding of how the studies in the topic Biopsychology relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity | <ul style="list-style-type: none"> <u>Systems and Structures</u> <ul style="list-style-type: none"> The divisions of the nervous system: central and peripheral, somatic and autonomic The structure and function of sensory, relay and motor neurons The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition The function of the endocrine system: glands and hormones The fight or flight response including the role of adrenaline <u>Brain Structure and Function</u> <ul style="list-style-type: none"> Localisation of function in the brain: motor, somatosensory, visual, auditory and language centres; Broca’s and Wernicke’s areas Hemispheric lateralisation: 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 <u>Biological Rhythms</u> <ul style="list-style-type: none"> Circadian, infradian and ultradian and the difference between these rhythms The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle | <p>Basic knowledge into systems and structures delivered in the GCSE curriculum</p> <p>Detailed knowledge into systems and structures covered in the Y12 topic of Approaches</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Use psychological vocabulary and apply it in a variety of contexts The further study of psychology, neuroscience or biopsychology at degree level The study of a related academic discipline at university including; Counselling/ Psychotherapy, Biology, Sociology, Criminology, Law, Mathematics and Medicine. The pursuit, via an academic or apprenticeship route, of a career related to psychology and/ or mental health The pursuit of an apprenticeship involving working with people, research, analysis of data and/or report writing. |

| Content/Units | Disciplinary Knowledge (Skills) <small>This is the actions taken within a topic to gain substantive knowledge</small> | Substantive Knowledge <small>This is the specific, factual content for the topic, which is connected into a careful sequence of learning</small> | Prior Learning | Future learning |
|--|--|---|---|---|
| <ul style="list-style-type: none"> Research Methods | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychological ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods through active involvement in the research process Apply psychological theories, concepts, evidence and research methods to a range of topic areas Develop an understanding of the interrelationships between the core areas of psychology Analyse and evaluate psychological ideas, processes and procedures in relation to the specified Paper 2 content Demonstrate evaluation skills by making judgements and producing developments or refinements of psychological procedures Analyse and evaluate psychological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> Design research Conduct research Analyse and interpret data | <ul style="list-style-type: none"> <u>Types of Research Methods</u> <ul style="list-style-type: none"> Content analysis Case studies <u>Scientific Processes</u> <ul style="list-style-type: none"> Reliability across all methods of investigation: ways of assessing reliability - test-retest and inter-observer; improving reliability Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity; assessment of validity; improving validity 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 <u>Data Handling and Analysis</u> <ul style="list-style-type: none"> Levels of measurement: nominal, ordinal and interval. Content analysis and coding. Thematic analysis. <u>Inferential testing</u> <ul style="list-style-type: none"> 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: Spearman’s rho, Pearson’s r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. | <p>Thorough underpinning of research methods covered in the Y12 curriculum, to be re-visited and added to and expanded on as part of the Y13 curriculum</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Use psychological vocabulary and apply it in a variety of contexts The further study of psychology, neuroscience or biopsychology at degree level The study of a related academic discipline at university including; Counselling/ Psychotherapy, Biology, Sociology, Criminology, Law, Mathematics and Medicine. The pursuit, via an academic or apprenticeship route, of a career related to psychology and/ or mental health The pursuit of an apprenticeship involving working with people, research, analysis of data and/or report writing. |

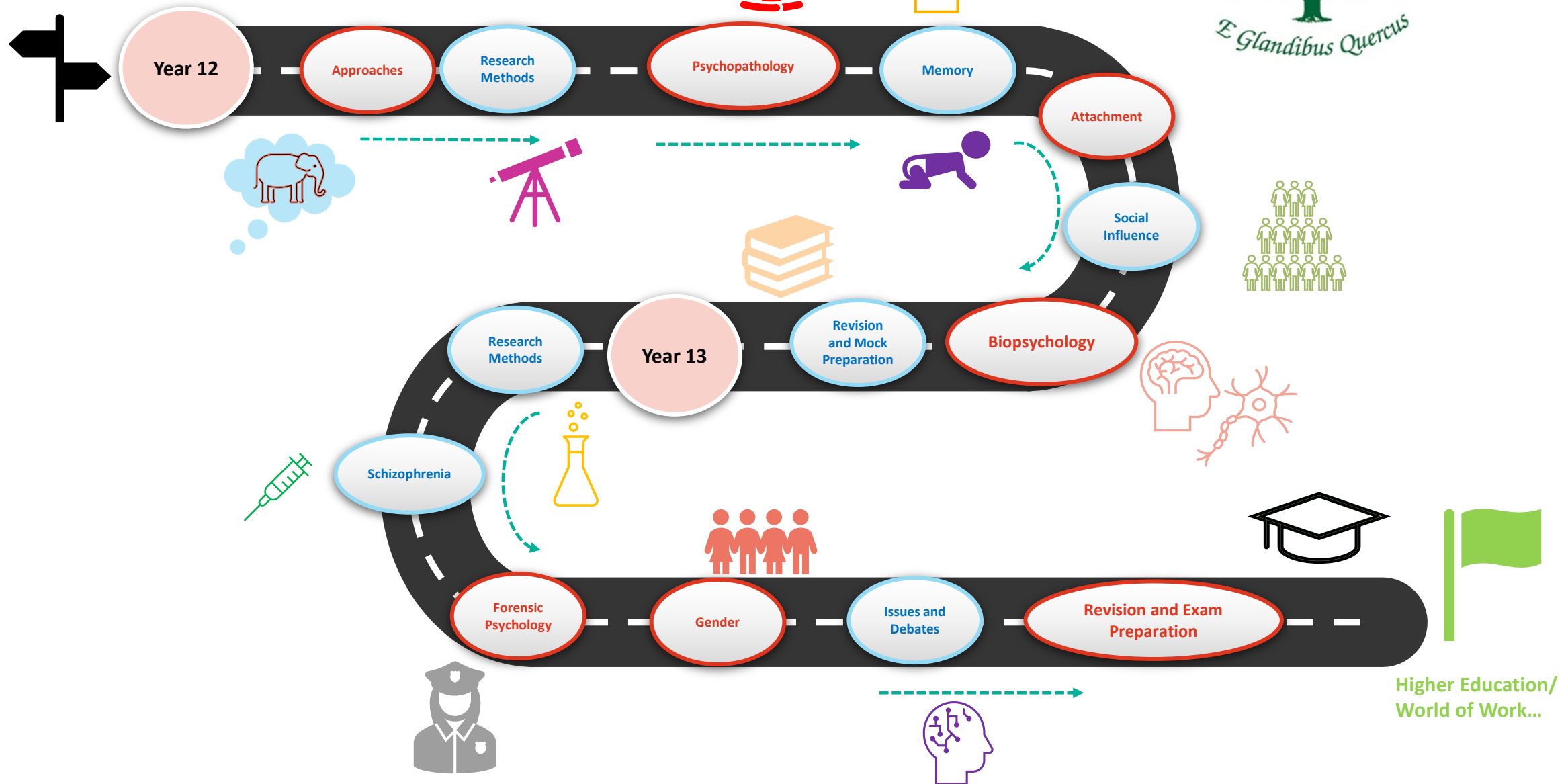
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| <ul style="list-style-type: none"> Schizophrenia | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Schizophrenia topic Apply psychological theories, concepts, evidence and research methods to the topic area of Schizophrenia Develop an understanding of how the studies in the topic Schizophrenia relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity Evaluate therapies and treatments including in terms of their appropriateness and effectiveness | <ul style="list-style-type: none"> <u>Classification of schizophrenia</u> <ul style="list-style-type: none"> 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. <u>Biological explanations for schizophrenia</u> <ul style="list-style-type: none"> Genetics Neural correlates, including the dopamine hypothesis <u>Psychological explanations for schizophrenia</u> <ul style="list-style-type: none"> Family dysfunction Cognitive explanations, including dysfunctional thought processing <u>Drug therapy</u> <ul style="list-style-type: none"> Typical antipsychotics Atypical antipsychotics <u>Non-biological treatments of schizophrenia</u> <ul style="list-style-type: none"> Cognitive behaviour therapy Family therapy Token economies as used in the management of schizophrenia <u>The importance of an interactionist approach in explaining and treating schizophrenia</u> <ul style="list-style-type: none"> The diathesis-stress model | <p>An in-depth understanding and analysis of the biological and cognitive explanations covered in the Y12 curriculum in the topics of Approaches and Psychopathology</p> <p>Awareness of mental health issues such as schizophrenia covered in the PSHE curriculum and GCSE psychology curriculum in the topic of psychological problems</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Use psychological vocabulary and apply it in a variety of contexts The further study of psychology, neuroscience or biopsychology at degree level The study of a related academic discipline at university including; Counselling/ Psychotherapy, Biology, Sociology, Criminology, Law, Mathematics and Medicine. The pursuit, via an academic or apprenticeship route, of a career related to psychology and/ or mental health The pursuit of an apprenticeship involving working with people, research, analysis of data and/or report writing. |

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| <ul style="list-style-type: none"> Forensic Psychology | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Forensic Psychology topic Apply psychological theories, concepts, evidence and research methods to the topic area of Forensic Psychology Develop an understanding of how the studies in the topic Forensic Psychology relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity Evaluate ways of managing offending behaviour in terms of their appropriateness and effectiveness | <ul style="list-style-type: none"> <u>Offender Profiling</u> <ul style="list-style-type: none"> The top-down approach, including organised and disorganised types of offender The bottom-up approach, including investigative psychology Geographical profiling <u>Biological explanations of offending behaviour</u> <ul style="list-style-type: none"> An historical approach (atavistic form) Genetic explanation Neural explanations <u>Psychological explanations of offending behaviour</u> <ul style="list-style-type: none"> Eysenck’s theory of the criminal personality Cognitive explanations level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalization Differential association theory Psychodynamic explanations <u>Dealing with offending behaviour</u> <ul style="list-style-type: none"> The aims of custodial sentencing The psychological effects of custodial sentencing Recidivism Behaviour modification in custody Anger management and restorative justice programmes | <p>An understanding of biological, cognitive and psychodynamic explanations for behaviour covered in the Y12 curriculum (Approaches and Psychopathology)</p> <p>Cross-over of content with Y13 sociology curriculum (crime and deviance), particularly throughout the ‘dealing with offending’ behaviour part of Forensic Psychology.</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Use psychological vocabulary and apply it in a variety of contexts The further study of psychology, neuroscience or biopsychology at degree level The study of a related academic discipline at university including; Counselling/ Psychotherapy, Biology, Sociology, Criminology, Law, Mathematics and Medicine. The pursuit, via an academic or apprenticeship route, of a career related to psychology and/ or mental health The pursuit of an apprenticeship involving working with people, research, analysis of data and/or report writing. |

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| <ul style="list-style-type: none"> Gender | <ul style="list-style-type: none"> Acquire knowledge and understanding of psychology ideas, theories and procedures in a range of contexts Understand, apply and evaluate psychological methodology and a range of research methods to the Gender topic Apply psychological theories, concepts, evidence and research methods to the topic area of Gender Develop an understanding of how the studies in the topic Gender relate to the associated theory Develop an understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity | <ul style="list-style-type: none"> <u>Sex and gender</u> <ul style="list-style-type: none"> The difference between sex and gender Sex-role stereotypes Androgyny, including measuring androgyny - the Bem Sex Role Inventory <u>Biological explanations</u> <ul style="list-style-type: none"> The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender Atypical sex chromosome patterns: Klinefelter’s syndrome and Turner’s syndrome <u>Cognitive explanations</u> <ul style="list-style-type: none"> Kohlberg’s theory, gender identity, gender stability and gender constancy Gender schema theory <u>Psychodynamic explanation</u> <ul style="list-style-type: none"> Freud’s psychoanalytic theory: Oedipus complex and Electra complex Identification and internalisation <u>Social learning theory</u> <ul style="list-style-type: none"> Social learning explanations of gender development The influence of culture and media on gender roles <u>Atypical gender development (gender dysphoria)</u> <ul style="list-style-type: none"> Biological explanations for gender dysphoria Social explanations for gender dysphoria | <p>An in-depth understanding and analysis of the biological, cognitive, psychodynamic and social learning theory explanations covered in the Y12 curriculum in the topic of Approaches</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Use psychological vocabulary and apply it in a variety of contexts The further study of psychology, neuroscience or biopsychology at degree level The study of a related academic discipline at university including; Counselling/ Psychotherapy, Biology, Sociology, Criminology, Law, Mathematics and Medicine. The pursuit, via an academic or apprenticeship route, of a career related to psychology and/ or mental health The pursuit of an apprenticeship involving working with people, research, analysis of data and/or report writing. |

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| <ul style="list-style-type: none"> Issues and Debates | <ul style="list-style-type: none"> Synoptically apply knowledge and understanding of psychology ideas, theories and procedures to all Issues and Debates in psychology Understand, apply and evaluate psychological methodology and a range of research methods to the Issues and Debates topic Apply psychological theories, concepts, evidence and research methods to the topic area of Issues and Debates Embed and clearly demonstrate a synoptic understanding of the interrelationships between the core areas of psychology Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity | <ul style="list-style-type: none"> <u>Issues in psychology</u> <ul style="list-style-type: none"> Gender bias including universality, androcentrism and alpha and beta bias Cultural bias, including universality, bias, ethnocentrism and cultural relativism Ethical implications of research studies and theory, including reference to social sensitivity <u>Debates in psychology</u> <ul style="list-style-type: none"> 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 | <p>An awareness of all issues and debates in psychology is embedded throughout the entire A Level curriculum</p> <p>Literacy skills developed in English language – extended writing, writing to explain and argue.</p> <p>Underlying numeracy skills developed in maths</p> <p>Analysis and evaluation skills developed in humanities subjects including Geography, History and RE.</p> <p>Underlying knowledge and understanding of SMSC issues developed through the PSHE curriculum.</p> <p>Underlying scientific processes and biological knowledge developed and embedded in science</p> | <ul style="list-style-type: none"> Use psychological vocabulary and apply it in a variety of contexts The further study of psychology, neuroscience or biopsychology at degree level The study of a related academic discipline at university including; Counselling/ Psychotherapy, Biology, Sociology, Criminology, Law, Mathematics and Medicine. The pursuit, via an academic or apprenticeship route, of a career related to psychology and/ or mental health The pursuit of an apprenticeship involving working with people, research, analysis of data and/or report writing. |

A Level Psychology



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