

Psychology

Program of Study: Key stage 5

Statement of intent

The psychology department strives to offer an engaging and effective introduction to psychology. Students will learn the fundamentals of the subject and develop relevant skills valued by higher education and employers, including critical analysis, independent thinking and research.

This qualification appeals to a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities and enables progression into a wide range of other subjects.

Students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content
- apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 1. These skills should be developed through study of the specification content and through ethical practical research activities, involving:

- designing research
- conducting research
- analysing and interpreting data.

In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

Key Concepts

| AO1 - demonstrating knowledge and understanding | AO2 - applying knowledge and understanding | AO3 - analysis, interpretation and evaluation |
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| Students will be able to demonstrate their knowledge and understanding of science, its processes, techniques and procedures. Students will be able to recall and describe their psychological knowledge such as theories, studies and methods | Students will be required to apply their knowledge and understanding of science, its processes, techniques and procedures. Students will need to apply their knowledge to the different situations or contexts. This could be a made-up example, a practical situation, a situation with qualitative data or a situation with quantitative data | Students will be required to analyse, interpret and evaluate scientific information, ideas or evidence. This may be a theory or they may be asked to draw conclusions from the results of an experiment. Students could also be required to give suggestions on how to improve a study or make it better. Students will also be required to demonstrate their ability to design psychological procedures. |

Key Themes

| Researcher | Research methods | Strengths | Limitations | Evaluation |
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| Students will learn about the different researchers | Students will look at the methods used by the researchers | Students will consider the different research methods and their strengths | Students will look at the different research methods and consider the limitations of the research | Students will evaluate the different aspects and make a conclusion |
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| Year 12 Multiple Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Scheme of Work | | MS | SC S | ocial | l inf | luen | ce | | m | emo | ry | infl | uen | ce/ | | att | achi | nemo men | t | | | M: | SC at | ttacl | hme | ent | | MS psy | | patł | holo | ogy | | М | SC p | sycł | пора | thol | ogy | , |
| Brief description | Te ac he r 1 | Co rol aut soc inf cha CP mo Vai Hy Exp Lab | nfores of thorough the second of the second | bed rity F influ nce a e he e les | y to iend Resistence and xpe | soci ce to stanne e Mi socia | ce to inor al enta | ity | coro au so infi ch | les c thor cial fluer ange pes odel rget ewit | rmiture a finding a findin | y to sience Resissence and sience memory | e to tand Misocial Dry mory | ce to inori al y ony | ity | Mc For Eye tes Car inti- De att An Lea Bo Air Cul Ro | odel: rgett rewit time regiverac velo achi imal imal imal swo ltura | , orth al va nian | mei nfai s ent t dies neoi | mor mt of s ry | , | int De att An Le Bo Air Cu Ro stu | erac velo achi ima arnii wlby swo ltura mar idies luer | , orth al va nian | ns ent of idies neon iriation | of Ty ions han | | abri The em cog cha pho and The apri CPI | otio gnitivaract obias d OC e cog oroa e bio oroa | nalithavi nalithavi ve teris s, de CD gniti ch blogi ch | ty iour and stics epre | of essio | | abb Then chen phoo Then Then Value | onor de be be be be be code bi l'el code l'el | onal etericas, d ognit olog The o | ty iour and stics epre | cog of ession appr appr | on a road road enta | nd h |

| | | Natural and quasi experiments Sampling Ethics Observations Self reporting Correlations Mathematical skills data | Hypotheses Experimental design Lab and field experiments Natural and quasi experiments Sampling Ethics Observations Self reporting Correlations Mathematical skills data | Influence of early attachment CPI - The experimental model Variables Hypotheses Experimental design Lab and field experiments Natural and quasi experiments Sampling Ethics Observations Self reporting Correlations Mathematical skills data | CPI - The experimental model Variables Hypotheses Experimental design Lab and field experiments Natural and quasi experiments Sampling Ethics Observations Self reporting Correlations Mathematical skills data | Variables Hypotheses Experimental design Lab and field experiments Natural and quasi experiments Sampling Ethics Observations Self reporting Correlations Mathematical skills data | Lab and field experiments Natural and quasi experiments Sampling Ethics Observations Self reporting Correlations Mathematical skills data |
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| Key Concepts Key Themes | | | | | | | |
| Assessment method When is the assessment | | End of chapter review exam style questions | End of chapter review exam style questions | End of chapter review exam style questions Last week of half | End of chapter review exam style questions Last week of half | Mock | End of chapter review exam style questions |
| Scheme of Work | | Last week of half term MMO Approaches | Last week of half term MMO Approaches | term MMO Approaches | term MMO - biopsychology | June MMO - biopsychology | Last week of half term MMO - biopsychology |
| Brief description | Te ac he r 2 | The origins of Psychology Behaviourism The Cognitive approach The Biological approach The psychodynamic approach Humanistic Psychology | The origins of Psychology Behaviourism The Cognitive approach The Biological approach The psychodynamic approach Humanistic Psychology | The origins of Psychology Behaviourism The Cognitive approach The Biological approach The psychodynamic approach Humanistic Psychology | The divisions of the nervous system The structure and function of sensory, relay and motor neurons The function of the endocrine system The fight or flight response | The divisions of the nervous system The structure and function of sensory, relay and motor neurons The function of the endocrine system The fight or flight response | The divisions of the nervous system The structure and function of sensory, relay and motor neurons The function of the endocrine system The fight or flight response |

| Key Concepts | | | | | | | | Т | | | | | | | | | | | | | | | | | Т | | | | | | | | | | | | | Τ | Τ | |
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| Key Themes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment method | | | | f cha style | | | | | | | | | r rev estic | | | rev | iew | f cha v exa ons | | | | | ew | chap exan ns | | yle | | Mo | ock | < | | | | | | of ch | | | | |
| When is the assessment | | | ast erm | we า | ek | c of | ha | alf | | ast erm | | eek | of | hal | f | | | we ter | | of | | Las hal | | | | of | | Jur | ne | | | | | | ast err | i w | eek | of | ha | ılf |
| Year 13 Multiple Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | T | T | | T | T | Τ |
| reachers | | | | | | | T | | | T | T | | | | | | | | | | | | 1 | 1 | 1 | | | | | | | | | T | T | T | T | T | T | |
| Week | | 1 | 2 | 3 | 4 | 1 5 | 6 | 5 7 | 8 | 9 | 1 0 | 1 1 | 1 2 | 1 3 | 1 4 | 1 5 | 1 | 1 7 | 1 8 | 1 9 | 2 | 2 | 2 2 | 2 3 | 2 4 | 2 5 | 2 | 2 7 | 2 | 2 | 3 0 | 3 1 | 3 2 | 3 | 3 | 3 3 | 3 3 | 3 3 | 3 | 3 9 |
| Scheme of Work | | | | attac ophi | | | | | N | ISC S | Schiz | zoph | ıreni | a | | dek | oate | | | d | | MS0 deb | ates | 5 | and | | | Re | vis | ior | 1 | | | | | | | | | |
| Brief description | Te ac he r 1 | Sch Exp | hizo plar | osin _i pphre natic nent | enia ons | | | | So Ex | iagn thizc kplai eatn | phr natio | enia ons | | | | psy Cul psy Fre det Nat Hol red Idio nor | ture cho e w ern ture lism luct pgra mot | er in ologo e in ologo e in ologo vill a minis e-nu n and tioni aphidache | y nd sm rtur d sm c an | | | Nati Holi redu Idio nom | chol cure chol e wi erm ure- ism uctio grap noth | ogy in ogy II and inisn nurt and onisi | n :ure m and | | | Rev | | | | | | | | | | | | |

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| Key Concepts | | | | | | |
| Key Themes | | | | | | |
| Assessment method | | | | | | |
| | | End of chapter review exam style questions | End of chapter review exam style questions | End of chapter review exam style questions | End of chapter review exam style questions | mock paper/ Exam |
| When is the assessment | | Last week of half | Last week of half | Last week of | Last week of | |
| | | term | term | half term | half term | June |
| Scheme of Work | | | | | | |
| Brief description | | MMO Gender | MMO Gender | MMO Gender/ forensic Sex and gender | MMO – forensic | MMO – forensic |
| biter desaription | Te ac he r 2 | Sex and gender Atypical gender development Biological influences Cognitive explanations Psychodynamic explanations Social explanations | Sex and gender Atypical gender development Biological influences Cognitive explanations Psychodynamic explanations Social explanations | Atypical gender development Biological influences Cognitive explanations Psychodynamic explanations Social explanations Defining and measuring crime Offender profiling Dealing with offending behaviour | Defining and measuring crime Offender profiling Dealing with offending behaviour | Defining and measuring crime Offender profiling Dealing with offending behaviour |
| Key Concepts | | | | | | |
| Key Themes | | | | | | |

| Assessment method | End of chapter review exam style questions | End of chapter review exam style questions | End of chapter review exam style questions | End of chapter review exam style questions | End of chapter review exam style questions/ mock paper/Exam | |
|------------------------|--|--|--|--|--|--|
| When is the assessment | Last week of half term | Last week of half term | Last week of half term | Last week of half term | June | |