

Subject: Psychology

Teachers: E. Pritchard / O. Pointon

Exam Board: AQA

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation

Psychology is a scientific discipline, involving the rigorous formulation and testing of ideas, and the evaluation and analysis of theories, explanations and experiments. It gives students the opportunity to gain knowledge of profound and ground-breaking research, in addition to conducting their own psychological studies and investigations. Psychology is a popular subject which is attractive to students because it develops a range of valuable skills, including critical analysis, independent thinking and research. These skills are particularly relevant to young people and are transferable to further study and the workplace.

Examination Information

Facilitating Subject?

Examined at the end of Year 13, through 3, 2-hour examinations. Questions ranges from 1 to 16 marks in length.

No

Impact of Prior Learning from KS4

At NGHS, Psychology is not taught at GCSE, which is common across the country. This therefore means that subject specific prior learning is rare, however it can be seen that the study of Science, English, Mathematics and the Humanities at GCSE all form a solid basis for the study of Psychology at A-Level.

Prospective students are set work over the summer holidays prior to Year 12. This is designed as an introduction to the expectations of A-level study, and is directly relate to the first topic of Social Influence that is studied in Year 12.

Equipment Required for this course

- Standard classroom stationery
- Mathematical calculator
- Own lined paper
- Lever arch file
- Students are assigned a digital course textbook that will need to be brought to lessons.

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Curriculum Implementation – Areas of Focus Year 12					
Autumn Term		Spring Term		Summer Term	
Social Influence	Memory	Attachment	Approaches	Psychopathology	Biopsychology
<ul style="list-style-type: none">• Types and Explanations of Conformity• Conformity: Asch's Research• Conformity to Social Roles: Zimbardo's Research• Obedience: Milgram's Research and Situational Variables• Social-Psychological and Dispositional Factors• Resistance to Social Influence• Minority Influence• Social Change	<ul style="list-style-type: none">• The Multi-Store Model of Memory• Types of Long-Term Memory• The Working Memory Model• Explanations for Forgetting• Accuracy of Eyewitness Testimony• Cognitive Interview Technique	<ul style="list-style-type: none">• Stages of Attachment• Animal Studies• Learning Theory• Bowlby's Theory• Ainsworth's Strange Situation• Cultural Variations in Attachment• Maternal Deprivation• Institutionalisation• Later Relationships	<ul style="list-style-type: none">• Behaviourism• Social Learning Theory• The Cognitive Approach• The Biological Approach• The Psychodynamic Approach• Humanistic Psychology• Comparison of Approaches	<ul style="list-style-type: none">• Definitions of Abnormality• Causes and Treatments of OCD• Causes and Treatments of Depression• Causes and Treatments of Phobias	<ul style="list-style-type: none">• The Nervous and Endocrine System• Neurons and Synaptic Transmission• Localisation• Plasticity and Functional Recovery• Split-Brain Research• Investigating the Brain• Biological Rhythms• Endogenous Pacemakers and Exogenous Zeitgebers

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Curriculum Implementation – Areas of Focus Year 13

Autumn Term		Spring Term		Summer Term	
Relationships	Forensic Psychology	Schizophrenia	Research Methods	Examination Revision	
<ul style="list-style-type: none"> Sexual Selection and Reproductive Behaviour Factors Affecting Attraction; Self-Disclosure, Physical Attractiveness and Filter Theory Theories of Romantic Relationships; SET, Equity Theory, Investment Model. Duck’s Phase Model. Virtual Relationships in Social Media Parasocial Relationships 	<ul style="list-style-type: none"> Offender Profiling Biological Explanations for Offending Psychological Explanations for Offending Dealing with Offending Behaviour 	<ul style="list-style-type: none"> Diagnosis and Classification of Schizophrenia Biological Explanations Biological Treatments Psychological Explanations Psychological Treatments The Interactionist Approach Debates and Issues within Psychology 	<ul style="list-style-type: none"> Hypotheses & Variables Experimental Designs Types of Experiment Sampling Ethical Issues Observations Self-Report Techniques Correlations Mathematical Content Choosing a Statistical Test Doing the Sign Test Peer Review and the Economy Case Studies Content Analysis Reliability & Validity Probability & Significance Tables of Critical Values Features of Science Design a Study Pilot Studies B & DB Procedures 	<ul style="list-style-type: none"> Individual Topic Revision Lessons. Skills Practice Examination Technique Mock Examination Questions and Formal Assessment Opportunities 	

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Impact / Outcomes

Learning will be assessed throughout the course by:

- Weekly formative and summative assessment
- Short Form Multiple Choice Questions / Quizzes
- File checks
- Presentations & group work
- Examination style questions set for homework
- Formal assessments and mock examinations

Homework / Self Study

As well as formal homework being set, students are expected to do approximately 5-6 hours per week of extra study and reading around the subject outside of lessons. Formal homework will be set, including preparation for examination questions and essays.

Ways to support learning

As part of the wider reading requirement, students are advised of appropriate material. This includes journals, articles, document and videos, which are all available as part of the digital textbook bundle. There are several revision and unit guides that we recommend, published by Illuminate Publishing.

As well as this, students should keep themselves aware of current affairs by reading news articles and journal articles, and applying these to their study of A-Level psychology.

Inclusion

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| <ul style="list-style-type: none">• Teachers follow student passports to ensure that the needs of all students with SEND are met.• Work is enlarged to the necessary size for visually impaired students.• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. | <ul style="list-style-type: none">• Students are seated according to their needs, students work with the class teacher to decide upon this.• Students have access to a physical and digital version of both text books, which are provided to them, and allow for a range of learning styles to be accommodated.• Lessons vary in terms of pace and style, with a range of strategies adoptions to accommodate all learning needs.• Homework is set that allows for consolidation, and extracurricular intervention opportunities are available to all students who require extra support and clarification. |
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Next Steps

Psychology is a facilitating subject and is therefore relevant to a wide range of university courses. As a bridge between science and the humanities, it is a useful subject for many pathways, and recent leaver's pathways have reflected this. We also have several applicants to psychology, criminology and therapeutic degrees every year, many to prestigious Russell Group universities, and successful Oxbridge applications. In terms of careers, again psychology has a wide variety of transferable skills including evaluation and analysis of research, essay writing, independent learning and team work, and mathematics. These skills are ideal for careers in;

- Clinical Psychology
- Counselling Psychology
- Educational Psychology
- Forensic Psychology
- Health Psychology
- Occupational Psychology
- Sports and Education Psychology
- Teaching and Research

Non-Psychology Careers

- Business Management
- Medicine
- Law / Legal
- Education and Higher Education
- Government and Politics
- Marketing, Sales and Advertising
- Accountancy
- Journalism and Media
- Police / Military

For more information, contact Miss E. Pritchard (e.pritchard@nghs.org.uk) or Mr O. Pointon (o.pointon@nghs.org.uk)