

**Subject:** Psychology

**Teachers:** E. Pritchard / O. Pointon

**Exam Board:** AQA

## NEWPORT GIRLS' HIGH SCHOOL

## KS5 CURRICULUM OVERVIEW

<b>Curriculum Intent &amp; Organisation</b>	
Psychology is a scientific subject that explores how and why people think, feel and behave. Students analyse research evidence, evaluate key theories, and study influential psychological research on topics such as memory, social influence, mental health and relationships. The subject encourages critical thinking, independent analysis, evaluation of evidence and academic writing, helping students to understand how scientific knowledge about human behaviour is developed and applied in real-world contexts.	
<b>Examination Information</b>	<b>Facilitating Subject?</b>
Examined at the end of Year 13, through 3, 2-hour examinations. Questions range from 1 to 16 marks in length.	No
<b>Impact of Prior Learning from KS4</b>	
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 directly relates to the first two topics of Social Influence and Memory that are studied in Year 12.	
<b>Equipment Required for this course</b>	
<ul style="list-style-type: none"><li>• Standard classroom stationery</li><li>• Mathematical calculator</li><li>• Own lined paper</li><li>• Lever arch file</li><li>• Students are provided with a digital version of the course textbook for home use, and physical copies are available for use during lessons.</li></ul>	

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<b>Curriculum Implementation – Areas of Focus Year 12</b>					
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
Social Influence	Memory	Attachment	Approaches	Clinical Psychology & Mental Health	Biopsychology
<ul style="list-style-type: none"><li>• Types and Explanations of Conformity</li><li>• Conformity: Asch's Research</li><li>• Obedience: Milgram's Research and Situational Variables</li><li>• Situational and Dispositional Explanations</li><li>• Resistance to Social Influence</li><li>• Minority Influence</li></ul>	<ul style="list-style-type: none"><li>• The Multi-Store Model of Memory</li><li>• The Working Memory Model</li><li>• Explanations for Forgetting</li><li>• Accuracy of Eyewitness Testimony</li><li>• Cognitive Interview Technique</li></ul>	<ul style="list-style-type: none"><li>• Animal Studies</li><li>• Explanations of Attachment: Learning Theory &amp; Bowlby's Monotropic Theory</li><li>• Ainsworth's Strange Situation</li><li>• Cultural Variations in Attachment</li><li>• Maternal Deprivation</li><li>• Institutionalisation</li><li>• Influence of Early Attachment on Later Relationships</li></ul>	<ul style="list-style-type: none"><li>• Learning Approaches: Behaviourist Approach &amp; Social Learning Theory</li><li>• The Cognitive Approach</li><li>• The Biological Approach</li><li>• The Psychodynamic Approach</li><li>• Humanistic Psychology</li><li>• Comparison of Approaches</li></ul>	<ul style="list-style-type: none"><li>• Definitions in the Field of Mental Health</li><li>• Behavioural and Emotional Characteristics of OCD, Depression and Phobias</li><li>• Causes and Treatments of OCD</li><li>• Causes and Treatments of Depression</li><li>• Causes and Treatments of Phobias</li></ul>	<ul style="list-style-type: none"><li>• The Nervous and Endocrine System</li><li>• Fight or Flight Response</li><li>• Neurons and Synaptic Transmission</li><li>• Localisation of Function</li><li>• Hemispheric Lateralisation</li><li>• Ways to Study the Brain</li><li>• Plasticity and Functional Recovery</li></ul>

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<b>Curriculum Implementation – Areas of Focus Year 13</b>					
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
Relationships	Forensic Psychology	Schizophrenia	Issues and Debates	Examination Revision	Research Methods (Taught Throughout Y12 & 13)
<ul style="list-style-type: none"><li>• Factors Affecting Attraction; Self-Disclosure, Physical Attractiveness and Filter Theory</li><li>• Theories of Romantic Relationships; SET, Equity Theory, Investment Model. Duck’s Phase Model.</li><li>• Online Relationships in Social Media</li><li>• Parasocial Relationships</li></ul>	<ul style="list-style-type: none"><li>• Offender Profiling</li><li>• Biological Explanations for Offending</li><li>• Psychological Explanations for Offending</li><li>• Dealing with Offending Behaviour</li></ul>	<ul style="list-style-type: none"><li>• Diagnosis and Classification of Schizophrenia</li><li>• Biological Explanations</li><li>• Biological Treatments</li><li>• Psychological Explanations</li><li>• Psychological Treatments</li><li>• The Interactionist Approach</li></ul>	<ul style="list-style-type: none"><li>• Gender and Culture Bias</li><li>• Free Will and Determinism</li><li>• Nature-Nurture Debate</li><li>• Holism and Reductionism</li><li>• Idiographic and Nomothetic</li><li>• Social Sensitivity in Psychological Research</li></ul>	<ul style="list-style-type: none"><li>• Topic Revision Lessons.</li><li>• Examination Technique &amp; Skills Practice</li><li>• Examination Questions &amp; Feedback</li><li>• Formal Assessment Opportunities</li></ul>	<ul style="list-style-type: none"><li>• Hypotheses, Aims &amp; Variables</li><li>• Experimental Designs</li><li>• Types of Experiment</li><li>• Sampling</li><li>• Ethical Issues</li><li>• Observations</li><li>• Self-Report Techniques</li><li>• Correlations</li><li>• Mathematical Content</li><li>• Descriptive and Inferential Statistics</li><li>• Sign Test</li><li>• Peer Review</li><li>• Psychology and the Economy</li><li>• Case Studies</li><li>• Content Analysis</li><li>• Reliability &amp; Validity</li><li>• Probability &amp; Significance</li><li>• Tables of Critical Values</li><li>• Features of Science</li><li>• Design a Study</li><li>• Pilot Studies</li><li>• Control Measures inc. B</li></ul>

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- & DB Procedures
- Ethics
- Reporting on Psychological Investigations
- Primary and Secondary data
- Distributions

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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
- 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 which can include subject consolidation (flash cards etc), active recall, examination questions and they to read around the subject using our reading list or through investigating research mentioned in class further.

Formal homework will be set mostly in the form of examination questions and preparation for essays.

### Ways to support learning

As part of the wider reading requirement, students are advised of appropriate material. This includes books, journals, articles, documents, podcasts and videos via our reading list. Additional sources of information and revision information are available on the digital textbook, 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"><li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li><li>• Work is enlarged to the necessary size for visually impaired students.</li><li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li><li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li><li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li><li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages and coloured handouts are provided.</li><li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/coloured resources.</li><li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked'</li></ul> | <ul style="list-style-type: none"><li>• Students are seated according to their needs, students work with the class teacher to decide upon this.</li><li>• Students have access to a physical and digital version of both text books.</li><li>• Lessons vary in terms of pace and style, with a range of strategies adoptions to accommodate all learning needs.</li><li>• Homework is set that allows for consolidation, and extracurricular intervention opportunities are available to all students who require extra support and clarification.</li><li>• Psychology and Criminology clubs are run by Miss Pritchard and subject ambassadors to spark curiosity further.</li></ul> |
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to aid concentration.

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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](mailto:e.pritchard@nghs.org.uk)) or Mr O. Pointon ([o.pointon@nghs.org.uk](mailto:o.pointon@nghs.org.uk))