

**KS5 Curriculum Overview: Year 12 A Level Psychology**

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| <p><b>A learner in Year 13 will know:</b> In year 13 a learner will know the topics of Social Influence, Memory, Attachment, Psychopathology, Approaches and Biopsychology (AS content) from Year 12 curriculum + will know the topics of Biospsychology (full A level content), Relationships, Schizophrenia, Forensics and Issues and debates</p> |   | <p><b>A learner in Year 12 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified paper 1, paper 2 and paper 3 content</li> <li>• Apply psychological knowledge and understanding of the specified paper 1, paper 2 and paper 3 content in a range of contexts</li> <li>• Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified paper 1, paper 2 and paper 3 content</li> <li>• Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>• Knowledge and understanding of research methods, practical research skills and mathematical skills</li> </ul> |  |   |   |
| <p><b>Term 1: Biopsychology (full A level content) + Relationships and Schizophrenia #1</b><br/>*Research Methods practice papers embedded in roadmap for retrieval and A02 skills practice*</p>  |   | <p><b>Term 2: Schizophrenia #2 + Forensics + Issues and Debates (synoptic)</b><br/>*Research Methods practice papers embedded in roadmap for retrieval and A02 skills practice*</p>   |  | <p><b>Term 3: Issues and Debates (synoptic) + revision</b><br/>*Research Methods practice papers embedded in roadmap for retrieval and A02 skills practice*</p> |   |
| 1:1: Biopsychology + Relationships 1-3  | 1:2: Relationships 4-5 + Schizophrenia 1-3  | 2:1: Schizophrenia 4-5 + Forensics 1-3  | 2:2: Forensics 4 + Issues and debates 1-3  | 3:1: Issues and debates 4-6 + Revision  | 3:2: Revision   |
| <b>Term 1</b>   | <p><b>1:1: Students will develop their knowledge and understanding of the year 2 Biopsychology topic</b></p> <p><b>Knowledge: Paper 2 – Biopsychology</b> – students will develop their knowledge and understanding of;</p> <ul style="list-style-type: none"> <li>• Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca’s and Wernicke’s areas, split brain research. Plasticity and functional recovery of the brain after trauma.</li> <li>• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post mortem examinations.</li> <li>• 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</li> </ul> <p><b>Knowledge: Paper 3 – Relationships #1</b> - students will develop their knowledge and understanding of the following areas;</p> |   | <p><b>1:2: Students will develop their knowledge and understanding of Relationships #2 and Schizophrenia #1</b></p> <p><b>Knowledge: Paper 3 – Relationships #2</b> – students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.</li> <li>• Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation</li> </ul> <p><b>Knowledge: Paper 3 – Schizophrenia #1</b> – students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> |   | Autumn % Assessment   |
| <b>Topic Coverage</b>   |   |   |  |   | <p>Knowledge coverage:<br/>Paper one focus: <b>Attachment, Psychopathology &amp; Memory</b><br/>Paper two focus: <b>Research Methods</b></p> <p>Skills tested:<br/>Knowledge, understanding, application, analysis and evaluation</p> |

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|        | <ul style="list-style-type: none"> <li>• The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.</li> <li>• Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.</li> <li>• Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. –</li> </ul> <p><u>Skills:</u> Knowledge, understanding, application, analysis and evaluation</p> <p><u>Assessment:</u> Assessment: Formative assessment throughout the module + summative assessment at the end of the module</p> | <p>schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</p> <ul style="list-style-type: none"> <li>• Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.</li> <li>• Drug therapy: typical and atypical antipsychotics.</li> </ul> |   |
|        | <p><u>Reading/Literacy/Oracy:</u><br/>Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions.</p>  | <p><u>Reading/Literacy/Oracy:</u><br/>Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions, orally, discuss concepts and write clear and coherent notes and answers to questions</p>   |   |
|        | <p><u>Home Learning:</u><br/>Consolidation and revision tasks including exam skills practise questions</p>   | <p><u>Home Learning:</u><br/>Consolidation and revision tasks including exam skills practise questions</p>  | <p>Knowledge coverage:<br/>Paper two focus: Approaches</p> <p>Skills tested:<br/>Practical research skills and mathematical skills, and ICT skills.</p> |
| Term 2 | <b>2:1: Students will develop their knowledge and understanding of Schizophrenia #2 + Forensics #1</b>   | <b>2:2: Students will develop their knowledge and understanding of Forensics #1 and Issues and debates (synoptic) #1</b>  | Spring % Assessment   |

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| <p><b>Topic Coverage</b></p>  | <p><b>Knowledge: Schizophrenia #2</b> - students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</li> </ul> <p><b>Knowledge: Forensics #1</b> - students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</li> <li>• Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</li> <li>• Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</li> </ul> | <p><b>Knowledge: Forensics #2</b>– students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes</li> </ul> <p><b>Knowledge: Issues &amp; Debates #1</b> - students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> <li>• The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</li> </ul> | <p>Knowledge coverage:<br/>Paper one focus: <b>Memory and Social Influence</b><br/>Paper 3 focus – <b>Relationships, Schizophrenia and Research Methods</b></p> <p>Skills tested:<br/>Knowledge, understanding, application, analysis and evaluation</p> |
|   | <p><u>Reading/Literacy/Oracy:</u><br/>Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions</p>  | <p><u>Reading/Literacy/Oracy:</u><br/>Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions</p>   | <p>Knowledge coverage:<br/>Paper one focus: Attachment, Memory and Psychopathology</p> <p>Skills tested:<br/>Knowledge, understanding, application, analysis and evaluation</p>  |
| <p><u>Home Learning:</u><br/>Consolidation and revision tasks including exam skills practise using exam questions</p> | <p><u>Home Learning:</u><br/>Consolidation and revision tasks including exam skills practise using questions</p>  |  | <p>Knowledge coverage:<br/>Combination of Paper 1 and Paper 2 topics examination</p> <p>Skills tests:<br/>Knowledge, application, analysis and evaluation</p>  |

| Term 3<br>Topic<br>Coverage | 3:1: Students will develop their knowledge and understanding of Issues and Debates #2 and continue to practice their application skills in Research Methods  | 3:2: Students will develop their retrieval practice skills  | Summer % Assessment  |
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|                             | <p><b>Knowledge: Issues &amp; Debates #2</b> - students will develop their knowledge and understanding of the following areas;</p> <ul style="list-style-type: none"> <li>• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul> <p><b>Revision and Exam preparation</b><br/> <u>Knowledge:</u> Paper 1, paper 2 and paper 3 content</p> <p>Variety of revision resources given through detailed revision packs for each topic at the end of each term for students to become independent learners.</p> <p><u>Skills:</u> Understanding essay questions, planning accurate responses, identifying relevant strengths and limitations, analysing items and studies, applying contextual knowledge, comparing and making links across topics</p> | Same as Term 3.1 with targeted intervention/revision sessions   | <p><b>External A level exams</b></p> <ul style="list-style-type: none"> <li>• <b>Paper 1 – Social Influence / Memory / Attachment / Psychopathology - (2 hours - 96 marks - 33.3% of A level)</b></li> <li>• <b>Paper 2 – Approaches / Biopsychology / Research Methods (2 hours – 96 marks - 33.3% of A level)</b></li> <li>• <b>Paper 3 – Issues &amp; Debates / Relationships / Schizophrenia / Forensics. (2 hours - 96 marks - 33.3% of A level)</b></li> </ul> |
|                             | <p><u>Reading/Literacy/Oracy:</u><br/> Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions</p>  | <p><u>Reading/Literacy/Oracy:</u><br/> Students will be expected to read and understand psychology-based text e.g. reading psychology scenarios to apply knowledge from theory, answer questions orally, discuss concepts and write clear and coherent notes and answers to questions</p> |  |
|                             | <p><u>Home Learning:</u><br/> Consolidation and revision tasks including exam skills practise using exam questions</p>   | <p><u>Home Learning:</u><br/> Consolidation and revision tasks including exam skills practice using exam questions</p>  |  |

- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. MBR will be mapping this

## EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

### Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

### Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

### Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)

- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one’s memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

#### Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18) and Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don’t – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.