

Curriculum Plan:

Department/subject: **Psychology Year 13**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 13	Autumn 1	Autumn 2
Knowledge to be taught	<p>Paper 2 (Psychological Themes through core studies)</p> <ul style="list-style-type: none"> • Attention • Moral development • Responses to people in authority <p>Paper 1 (Research methods)</p> <ul style="list-style-type: none"> • 15-mark research design questions (section B) 	<p>Paper 3 (Applied Options) Criminal Psychology</p> <p>Generic Learning objectives for Applied options topics:</p> <p>To be able to explain and exemplify the background to this topic; to be able to explain how the key research makes a contribution to this topic; to be able to apply the methodological issues and debates to both the key research and background research; to be able to apply background and key research to novel situations with which psychologists might be concerned.</p> <p>Topics:</p> <ul style="list-style-type: none"> • What makes a criminal? • Collection and Processing of Forensic Evidence • Collection of Evidence • Psychology and the Courtroom • Crime prevention • Effects of Imprisonment
How knowledge is assessed	<p>Homework tasks set fortnightly or more and medal and mission</p> <p>Feedback given. Homework is all based on exam style or past examination questions.</p>	<p>Homework tasks set fortnightly or more and medal and mission</p> <p>Feedback given. Homework is all based on exam style or past examination questions.</p> <p>In lessons questioning strategies and peer and self assessment are regularly used.</p>

	In lessons questioning strategies and peer and self assessment are regularly used.	<u>MOCK EXAMINATIONS:</u> Students have mock examinations after the Autumn half term which is a one-paper hybrid testing Paper 1 (Research Methods) and Paper 2 (PTTCS) Sections A and B.
Links to prior knowledge	Links to year 12 work Areas of psychology (cognitive, developmental and social) will be revisited to map year 13 studies into this topic and embed skills of analysis and evaluation in relation to areas and perspectives. Format for delivery of key themes maps onto year 12 as it uses standard PLCs and learning objectives. Links to research methods and concepts in four main topics (experiments, observations, correlations and self reports) to synthesise knowledge in 15-mark “research design” questions for paper 1.	Links to year 12 work (paper 1 and paper2) Evaluation of topics (15 mark Section B part (b) questions) will revisit evaluation issues from papers 1 and 2 such as validity, reliability, ecological validity, evaluation of methodological issues, use of quantitative measurement, ethics and ethnocentric bias. This topic also revisits some of the debates from Section B in Paper 1 and will be used to embed understanding of these debates using examples from the applied paper. The debates include freewill and determinism, psychology as science, reductionism-holism, ethics, conducting socially sensitive research. The debate of usefulness including applications of psychology to real world settings is embedded in paper 3 which is an applied paper.
	Spring 1	Spring 2
Knowledge to be taught	Paper 3 (Options) Sport and Exercise Psychology (See generic learning objectives for topics in Autumn Term 2) <u>Topics:</u> <ul style="list-style-type: none"> ● Arousal and anxiety ● Motivation ● Audience effects ● Performing with others ● Personality 	Paper 3 (Options) Sport and Exercise Psychology See generic learning objectives for topics under Autumn Term 2 <ul style="list-style-type: none"> ● Exercise and Mental Health Paper 3 (Compulsory) Issues in mental health <ul style="list-style-type: none"> ● Historical context ● The medical model ● Alternatives to the medical model
Links to prior knowledge	<u>From year 12 – see under links to prior knowledge : Autumn Term</u> <u>From autumn term year 13:</u> The topics for this option have a common assessment model with Criminal Psychology so assessment skills are the standard across the two applied options.	<u>Links to year 12 work (papers 1 and 2)</u> Evaluation of mental health topics will revisit evaluation issues from papers 1 and 2 such as validity, reliability, ecological validity, evaluation of methodological issues, use of quantitative measurement, ethics and ethnocentric bias. This topic also revisits some of the debates from Section B in Paper 1 and will be used to embed understanding of these debates using examples from the applied paper. The debates include freewill and determinism, psychology as science, reductionism-holism, ethics,

		conducting socially sensitive research. The debate of usefulness including applications of psychology to real world settings is embedded in paper 3 which is an applied paper.
How knowledge is assessed	<p>Homework tasks set fortnightly or more and medal and mission feedback given. Homework is all based on exam style or past examination questions.</p> <p>In lessons questioning strategies and peer and self assessment are regularly used, and include practising Section B 10- and 15-mark extended answers.</p> <p style="text-align: center;"><u>MOCK EXAMINATIONS:</u></p> <p>Students have mock examinations in February consisting of two 2-hour papers, a complete Paper 1 (Research Methods) and a hybrid of Paper 2 (PTTCS) Sections A and B and Paper 3 (Applied Options) Section B</p>	<p>Assessment : Sport and Exercise Psychology Test – test on one topic from 6, as per the exam, requiring students to answer parts (a) , (b) and (c)</p> <p>Lesson based peer and self- assessment includes practising how to answer short answer questions [2-3 marks] and extended answers [5-6 marks; 10 marks] to address a range of exam question injunctions used in Paper 3 Section A.</p> <p>Homework tasks set weekly for the mental health topics and medal and mission feedback given. Homework is all based on exam style or past examination questions.</p>
	Summer 1	Summer 2
	<p>Paper 1 Section C</p> <ul style="list-style-type: none"> ● Practical Applications ● Revision and external examinations 	<p>Summer 2</p> <ul style="list-style-type: none"> ● Revision and external examinations
Knowledge to be taught	<p>Students will complete past PTTCS Section C questions and possible questions using the markschemes and specification guidance. This work will entail revision of the core studies and their real life applications. It will also give students practice of applying psychology to novel scenarios, a skill also required of Paper 3 (Applied Options) Section B part (c) questions.</p> <p>Students will complete past papers by section for revision and peer and/or self-assess using markschemes or suggested worked answers.</p>	<p>Students will complete past papers by section for revision and peer and/or self-assess using markschemes or suggested worked answers.</p>
Links to prior knowledge	<p>From year 12 and 13</p> <p>The whole specification will be addressed in revision</p>	
How knowledge	EXTERNAL EXAMINATIONS	EXTERNAL EXAMINATIONS

will be assessed		
How gaps will be addressed in year 13 Psychology	<ul style="list-style-type: none"> ● Hands down questioning/targeted questions used in all lessons to assess students' understanding and address misconceptions and fill gaps ● Verbal feedback and support given by teachers throughout lessons in response to student questions ● Paired discussion allows students to work together to develop their understanding & support retrieval practice ● Homework encourages consolidation of key words and understanding. Detailed homework feedback is given on misunderstandings and gaps in knowledge with medal and mission marking for students to address these and to fill gaps and correct misunderstandings or errors. ● Where students have been absent work is made available via google classrooms and/or google drive so that they can maintain continuity of their learning ● Time is allocated for recapping and consolidating knowledge. For example, after Easter as much time is given to revision using past papers or exam style questions as possible. Students can self assess these using exemplar answers or exam board markschemes. ● Topics are revisited throughout year 13 to consolidate learning e.g. debates and evaluative issues. ● Specific skills lessons on construction of extended answers including how to respond to different injunctions e.g."outline". "discuss", "compare", "to what extent..." followed up with homework to check understanding and detailed written feedback to address errors. ● Skills needed for short answer questions are taught, modelled, practiced and refined. ● Detailed feedback given after tests and mocks with interventions to follow up (e.g. students with a U or E grade to complete whole test as homework using book and folder) ● One-hour after school intervention sessions delivered after school throughout the year focus on recapping and filling gaps in tricky areas of the specification, for example inferential statistics and the mathematical elements of paper1. After the Spring half term students can request topics to be covered that they are struggling with and revision sessions are then conducted on the topics that are causing the most confusion or difficulty. 	
Cultural Capital in year 13 Psychology	<p>Studying the mental health topics of psychology develops students' understanding of diversity. This understanding can help them develop empathy for people who differ from the norm. An understanding of debates such as the individual-situational explanations of behaviour debate or freewill vs determinism is useful knowledge and develops students as critical thinkers. The ideas of Sigmund Freud appear in many forms across a range of disciplines and so studying the psychodynamic perspective will assist student's understanding where the concepts and principles of this perspective are applied or implied (e.g. symbolism in drama or literature). Studying the concepts of the Behaviourist perspective have applications for the understanding of acquired and habitual behaviour and may give students strategies for managing their own and others' behaviour. Psychology is unique as a discipline as cultural capital in terms of developing self-awareness and self-knowledge is embedded in the curriculum. This equips students with knowledge that will be of use to them in their interactions and relationships with others for the rest of their lives.</p>	