



**St George's School**  
**Psychology**  
**KS5 Curriculum**

<p><b>PREREQUISITE KNOWLEDGE &amp; SKILLS</b>  <i>The foundations needed to thrive in this subject.</i></p>	<p><b>Who should study this subject?</b>          To study psychology for the first time students need to have the desire to become a critical thinker, study ethical issues, challenge themselves and learn self-appreciation. Overall a psychology student wants to explore why we behave the way we do.</p> <p><b>Key Skills developed during KS4:</b>          From GCSE Students should have embedded the ability to work scientifically. Scientific thinking includes having a range of research skills including experimental skills, such as hypotheses, identifying variables, planning and carrying out investigations, drawing conclusions, analysing data and evaluating methods and findings.</p> <p><b>St George's course entry requirements:</b>          A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) grade 6 or above, Mathematics grade 6 or above and Combined Science: Trilogy grade 6/6 (a double award) or above. Or a minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) grade 6 or above, Mathematics grade 6 or above and Biology grade 6 or above (if studying separate sciences).</p>
<p><b>QUALIFICATION</b>  <i>Exam Board, aims and objectives.</i></p>	<p><b>AQA A-level Psychology (7182)</b>          This course aims</p> <ul style="list-style-type: none"> <li>● Explore obedience, how our interactions with people shape our notions of conformity</li> <li>● Examine the cognitive process behind memories and thoughts and how that affects how we perceive the world</li> <li>● Discover the changes that are made from birth up until adulthood and their importance</li> <li>● Explore causes and potential treatments for mental disorders such as schizophrenia, OCD and brain abnormalities</li> <li>● Investigate how biological factors, such as hormones and the nervous system, can influence the brain's functions</li> <li>● Analyse established psychological theories and examine case studies to get to grips with key psychological ideas</li> </ul> <p>Course Objectives</p> <ul style="list-style-type: none"> <li>● AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.</li> <li>● AO2 : Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: In a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data</li> <li>● AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: Make judgements and reach conclusion &amp; develop and refine practical design and procedures.</li> </ul>
<p><b>ASSESSMENT</b>  <i>Internal monitoring and final assessment.</i></p>	<p><b>Internal Assessment:</b>          End of topic tests In year 12 and 13 with an assessed essay per topic in year 12 &amp; in year 13 topic tests being a combination of extended and short answer questions.          Year 12 End of Year assessment (Summer term)          Year 13 Mock exam (Spring term)</p> <p><b>Final assessment:</b>          Paper 1 Introductory Topics in Psychology 33%          Paper 2 Paper 2: Psychology in Context 33%          Paper 3 Issues and Options in Psychology 33%</p>

<p><b>ENRICHMENT</b> <i>Trips &amp; Visits, wider reading, etc.</i></p>	<p><b>Visits and Events:</b></p> <p><b>Wider reading:</b>          Freud for Beginners by Richard Appignanesi and Oscar Zarate          Introducing Psychology: A Graphic Guide to Your Mind and Behaviour by Nigel Benson          Mindwatching: Why We Behave the Way We Do by H.J. Eysenck and Michael W. Eysenck          Psychology: A Very Short Introduction by Gillian Butler and Freda McManus</p> <p><b>Magazines/journals</b>          Psychology Review (Quarterly)          The Psychologist (Monthly) Websites/organisations</p> <p>The British Psychological Society (BPS): <a href="http://www.bps.org.uk">http://www.bps.org.uk</a></p>
<p><b>NEXT STEPS</b> <i>Where this subject can take you.</i></p>	<p><b>Related University Courses:</b>          Anthropology and Psychology, Applied Psychology, Biology with Psychology, Child Psychology, Clinical Psychology, Developmental Psychology, Educational Psychology, English and Psychology, Experimental Psychology, Forensic Psychology, Sport and Exercise Psychology.</p> <p><b>Career Paths:</b>          Psychology is a subject that can be studied in its own right in pursuit of worthwhile careers – such careers may be in a direct research setting in academia or in other more business-related roles in related businesses. Psychology also has direct application in a very wide range of areas from medicine and other health care roles due to the scientific elements of biopsychology, to social work and business management due to the applications of research regarding human behavioural changes. The underlying focus on explaining and understanding human behaviour means Psychology can be utilised in any occupational setting to some extent.</p>

Year 12	
<p><b>Autumn Term</b></p>	<p><b>Topics:</b> Approaches (including A2-Psychodynamic and Humanistic), Research Methods (Part 1)</p> <p><b>Skills</b> Designing research, conducting research, analysing and interpreting data. Mathematical skills. Regular exam question practice.</p> <p><b>Assessment</b> Teacher and peer/self-assessment. End of topic tests; assessed extended exam question response per topic.</p>
<p><b>Spring Term</b></p>	<p><b>Topics:</b> Social Influence, Memory and Attachment.</p> <p><b>Skills:</b> Designing research, conducting research, analysing and interpreting data. Students should begin to make connections between psychological theory and real-world behaviour. Students should also be able to reach reasonable conclusions based on scientific evidence, and effectively discuss with their peers. Regular exam question practice.</p> <p><b>Assessment:</b> Teacher and peer/self-assessment. End of topic tests; assessed extended exam question response per topic.</p>
<p><b>Summer Term</b></p>	<p><b>Topics:</b> Psychopathology and Biopsychology.</p> <p><b>Skills:</b> Designing research, conducting research, analysing and interpreting data. Students should be able to effectively evaluate the methods and practice of psychological theory and research. Students should confidently be able to answer exam questions, and apply their knowledge to a range of scenarios. Students should be able to consider the different biological aspects that influence behaviour, and how behaviour can deviate from the norm. Students will be able to discuss the development and treatments of a range of disorders sensitively, referring to both theory and evidence. Regular exam question practice.</p> <p><b>Assessment:</b> Teacher and peer/self-assessment. End of topic tests; assessed extended exam question response per topic. Year 12 End of Year assessment (Summer term mocks)</p>

## Year 13

<b>Autumn Term</b>	<p><b>Topics:</b> Research Methods (Part 2) and Option paper topic 1.</p> <p><b>Skills:</b> Understanding a range of statistical testing. When to carry out a sign test: calculation of a sign test. Probability and significance of psychological data. More complex interpretation of data, including critical values and significance. Exploring the roles of social topics within society. Students should be able to explain the origin of gender and social constructs, building on information from previous topics. Students will be able to explore controversial theories and ideas, basing their conclusions from evidence.</p> <p><b>Assessment:</b> Teacher and peer/self-assessment. End of topic tests; assessed extended exam question response per topic.</p>
<b>Spring Term</b>	<p><b>Topics:</b> Option Paper topic 2 and Option Paper topic 3</p> <p><b>Skills:</b> Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures. Refinement and practice of exam skills. Students should confidently embed subject-specific terminology into their explanations of behaviour. Students should be able to effectively justify the methods of scientific investigation. Regular exam practice.</p> <p><b>Assessment:</b> Teacher and peer/self-assessment. End of topic tests; assessed extended exam question response per topic. Year 13 Mock examination.</p>
<b>Summer Term</b>	<p><b>Topics:</b> Issues and debates</p> <p><b>Skills:</b> Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context.</p> <p><b>Assessment:</b> Final A level exam papers (see above)</p>