

Subject: Psychology (AQA, specification code 7182)		Year Group: 13
<u>Term 1 Key Focus/Topic(s)</u> Schizophrenia: Classification & Diagnosis of Sz. Biological Explanations for Sz. Biological Treatments for Sz. Biopsychology (Yr2 Content): Localisation of brain function & Split brain research. Ways of studying the brain. Brain plasticity & functional recovery. Biological rhythms	<u>Term 2 Key Focus/Topic(s)</u> Schizophrenia: Psychological Explanations for Sz. Psychological Treatments for Sz. The Interactionist approach for explaining and treating Sz. Forensic Psychology: Offender profiling. Biological explanations of offending behaviour.	<u>Term 3 Key Focus/Topic(s)</u> Mock Exams - Week 1-3 of Term. Detailed run through of mock feedback and focused intervention and improvements made on gap analysis and reflection of mock performance. Gender: Sex and Gender & sex-role stereotypes. Androgyny. Biological explanations for gender development. Forensic Psychology: Psychological explanations of offending behaviour.
<u>Term 1 Assessment Opportunities:</u> Research methods and biopsychology recap test of Year 1 content. Timed essays, unseen.	<u>Term 2 Assessment Opportunities:</u> Timed essays, unseen. End of Topic Test for Sz. Research Methods Assessments.	<u>Term 3 Assessment Opportunities:</u> Mock exams - marked and moderated within the department. Research Methods Assessments.
<u>Term 4 Key Focus/Topic(s)</u> - 10 week countdown begins. Gender: Cognitive explanations for gender development. Psychological explanations for gender development. Atypical gender development & Gender Dysphoria. Forensic Psychology: Psychological explanations of offending behaviour. Dealing with offending behaviour.	<u>Term 5 Key Focus/Topic(s)</u> Revision and preparation for final examinations. Final weeks used for students to focus on their own gaps in knowledge and skills. Use of PLCs to focus individual student support based on their own needs.	<u>Term 6 Key Focus/Topic(s)</u> Examinations complete.
<u>Term 4 Assessment Opportunities</u> Timed essays, unseen. End of Topic Test for Gender and Forensic Psychology. Research Methods Assessments.	<u>Term 5 Assessment Opportunities</u> Research Methods Assessments. Practice questions and timed essays. Paper 1 & Paper 2 FINAL EXAMINATIONS.	<u>Term 6 Assessment Opportunities</u> Paper 3 FINAL EXAMINATION.

Rationale:

In Year 13, students apply and extend the knowledge and skills developed in Year 12. At the end of year 12 students complete a mock exam reflecting modules taught in Year 12, this helps in tailoring relevant interventions in Year 13. Students have developed enough knowledge to apply the Issues and Debates knowledge to specific studies and to build on the synoptic nature of the Year 13 content. Students would have completed a summer task that encourages them to create synoptic links between the issues and debates and the units taught in Year 12 to prepare them for Year 13.

The three optional units are Schizophrenia, Gender and Forensic Psychology. Schizophrenia and Forensics are the most popular optional units as reported by the exam board and Gender we have historically exceeded above the national average in examination results for. All 3 optional units are engaging and student voice has highlighted an interest and preference in learning these units.

Evaluation:

Regular end of topic tests, timed essays and exam responses are used to provide a number of assessment and feedback opportunities throughout the year alongside the timetabled mock examinations. Detailed feedback is provided as well as general class/cohort feedback for larger assessments. Student progress and outcomes are continuously monitored and reflected upon to focus and direct specification and intervention delivery.

As a department the best structure for Years 12 and 13 is continuously being reflected upon as a result of the linear nature of the specification and this will continue to be the case. Examination results and reports each year are used to further reflect on the successful delivery of the specification as well as ensuring staff can fully prepare students for their examinations.