

Subject: Psychology (AQA, specification code 7182)		Year Group: 12
<p><u>Term 1 Key Focus/Topic(s)</u></p> <p>Approaches: Psychodynamic Approach. Behaviourist Approach. Social Learning Theory. Cognitive Approach.</p> <p>Attachment: Caregiver interactions. Stages of attachment. Role of the Father. Animal studies. Learning theory of attachment. Bolwby's theory of attachment.</p> <p>Research Methods.</p>	<p><u>Term 2 Key Focus/Topic(s)</u></p> <p>Approaches: Biological Approach. Cognitive Approach. Humanistic Approach.</p> <p>Social Influence: Conformity. Obedience.</p> <p>Attachment: Types of Attachment. Cultural Variations in Attachment. Maternal Deprivation Theory. Influence of childhood attachment on later relationships.</p> <p>Research Methods.</p>	<p><u>Term 3 Key Focus/Topic(s)</u></p> <p>Social Influence: Explanations for Obedience. Resistance to Social Influence. Minority Influence. Social Change.</p> <p>Psychopathology: Definitions of abnormality. Explanation and treatment of Phobias. Explanation and treatment of Depression. Explanation and treatment of OCD.</p> <p>Research Methods.</p>
<p><u>Term 1 Assessment Opportunities:</u> Key knowledge quizzes. Short answer exam questions.</p>	<p><u>Term 2 Assessment Opportunities:</u> Timed essays, unseen. End of Topic Test for Approaches. ETT for Attachment.</p>	<p><u>Term 3 Assessment Opportunities:</u> Timed essays, unseen. End of Topic Test for Social Influence.</p>
<p><u>Term 4 Key Focus/Topic(s)</u></p> <p>Memory: Multi Store Model of Memory. Features of each store. Working Memory Model of Memory. Types of Long Term Memory. Explanations for forgetting.</p> <p>Psychopathology: Explanation and treatment of Depression. Explanation and treatment of OCD.</p> <p>Issues & Debates: Gender and Culture in Psychology. Idiographic and Nomothetic approaches in Psychology.</p> <p>Research Methods.</p>	<p><u>Term 5 Key Focus/Topic(s)</u></p> <p>Memory: Accuracy of Eyewitness testimony. Cognitive Interview.</p> <p>Issues & Debates: Free Will and Determinism. Holism and Reductionism. Nature- Nurture Debate.</p> <p>Revision and preparation for Yr12 mock examinations. Use of PLCs to focus individual student support based on their own needs.</p> <p>Research Methods.</p>	<p><u>Term 6 Key Focus/Topic(s)</u></p> <p>Yr12 mock examinations completed. Detailed run through of mock feedback and focused intervention and improvements made on gap analysis and reflection of mock performance.</p> <p>Research Methods.</p> <p>Biopsychology (year 1 content).</p>
<p><u>Term 4 Assessment Opportunities</u> Timed essays, unseen. End of Topic Test for Psychopathology. Research Methods Assessments.</p>	<p><u>Term 5 Assessment Opportunities</u> End of Topic Test for Memory. Research Methods Assessments. Practice questions and timed essays.</p>	<p><u>Term 6 Assessment Opportunities</u> Year 12 Mock Examinations.</p>

Rationale:

The course begins with the key Approaches within Psychology as these underpin the theory throughout the entire course and are what all theories and topics are based on. As Psychology is usually a new subject for students, it helps build a solid foundation and understanding of the key principles and development of evaluation and analysis skills.

Research Methods skills are interleaved throughout the entirety of Year 12 with one lesson a week. Research Methods skills make up over 30% of the overall Psychology assessment marks because of this it is drip fed throughout Year 12 and embedded within theory lessons and assessments to regularly practice the skills. The entire RM specification is covered in Year 12 so that the focus can be on practice and application in Year 13.

Attachment and Social Influence theory topics are covered in the first half of the year as students typically find the concepts more accessible. Memory and psychopathology are considered more challenging and therefore covered in the second half of the academic year once skills and confidence has built.

Evaluation:

All students complete a baseline assessment at the start of Year 12 which focuses on GCSE Level mathematical and scientific knowledge. The purpose of this is to gauge an understanding of student ability and aids in developing adaptive teaching methods.

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 at the end of Year 12. 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.