

TCEAT Curriculum & Assessment Overview: Psychology

Course description and overarching aims (Intent)

At Twyford, we want to cultivate a passion and curiosity for why people behave the way they do. We want to enlighten our pupils to a range of cross-cultural behaviours, giving them a broader insight into not only how humans effectively communicate and interact with one another, but also to develop an understanding of the challenges of human behaviours. Our Psychology curriculum aims to empower our students to understand others and communicate effectively, building a deeper awareness of themselves, their families and both their local and global communities. Students are expected to draw upon core psychological perspectives to explain their own and other people's behaviour so our curriculum is sequenced to allow pupils to secure the fundamental psychological concepts first. Each topic then builds on this knowledge and explores a variety of contexts and examples.

Psychology is a science rich in theory and empirical evidence. At Twyford we teach students to become effective psychologists by teaching the importance of scientific method and showing them how to develop their research skills. Being able to collect and analyse data are essential skills for psychologists, so research methods are interleaved throughout the two years giving students the opportunity to make links between the practical aspects of studying behaviour and the topics they are learning in a meaningful way.

Curriculum model overview (Implementation)

At A level, students are allocated 5 hours of Psychology lessons per week and are expected to complete five hours of independent study per week. Students must cover 11 units throughout the 2-year linear course. These range from understanding the basics in scientific investigation, through to specific areas within cognitive, biological and social psychology. All units are assessed using three assessment objectives skills as outlined below. All 3 assessment objectives are visited in each lesson (including within lesson prep) for each new topic.

In the classroom our implemented curriculum aims to develop academic confidence and strong foundational knowledge through direct instruction of key concepts; frequent checks for understanding and interleaved retrieval practice; opportunities to discuss and critically evaluate key psychological theories and lastly, frequent opportunities for application to different contexts and essay writing. Psychology is also an applied subject and our curriculum sets out to instruct pupils to evaluate how psychological theory leads to effective treatment and practice in the real world. Content is taught in a modular way where topics relevant to the curriculum are taught in discrete units. The fundamental skills of analysis and evaluation are taught using a spiral method developing these skills in an explicit and more instructed way using structured discussions, written tasks, the analysis of command words and exam questions and the review of key areas of research. This is implemented alongside the regular mastery of subject specific terminology, theory and research using recall knowledge quizzes. It is important to note that Research methods is the first unit taught as this underpins all other units and carries the heaviest weighting in the final external assessment, so students

TCEAT Curriculum & Assessment Overview: Psychology

Understanding of this key component is paramount. Students are provided with 2 textbooks for the 2-year course and are expected to complete pre work for each lesson. This consists of completing a series of structured questions on the content they will be covering the next lesson. Assessed homework also focusses solely on essay writing skills, to allow them practice across the course for the longest possible exam questions.

Impact

Students will demonstrate their knowledge of the Psychology curriculum through regular low stakes testing of key knowledge through starter Qs, plenaries, knowledge quizzes and peer and self-assessment each lesson. Students able to identify they were successful on an assessment and more importantly how they can improve, this will be done through formal feedback in quarterly exams and assessed homework essays. Their ambition to achieve will be shown in an improvement in their assessments over the term of the Psychology course and ultimately their final examinations. Students will show ambition and respect through the presentation of their work in books being neat and tidy, as well as demonstrating the progress they have made in Psychology over the year. Students will confidently participate in psychological discussion being mindful of and respectful of their peer's opinions. They will be able to do this in an empathetic way by considering all viewpoints and analysing these in their discussions of psychological theory.

Assessment Objectives

We have overarching objectives which summarise the skills covered, or the handling of content involved. The internal school assessment system has integrated assessment objectives so that students can be aware of and consciously work on the different strands of content and skills within the subject /course. The internal school system uses the same objectives from Year 7 to Year 13 so that students can build the habit of subject specific self-review as a continuous process from KS3 to KS5

AO1 = Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

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.

AO3 = 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.

At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above.

TCEAT Curriculum & Assessment Overview: Psychology

Knowledge:

Substantive knowledge - The main categories that account for the accepted conventions and facts of our subject:

- Students should know the strengths and weaknesses of key research into:
 - **Social influence.** To include: Social Roles & Conformity, Obedience and Minority Influence and the role of social influence processes in social change.
 - **Memory.** To include: The Multi-Store Model, The Working Memory Model and Types of Long Term memory, the features of and research supporting theories of forgetting and factors affecting eye witness testimony and the use of the cognitive interview.
 - **Attachment.** To include: Caregiver-infant interactions, Stages of attachments, multiple attachments and the role of the father, Animal studies of attachment, Explanations of attachment, Types of attachments and Cultural variations in attachment.
 - **Psychopathology.** To include: Definitions of abnormality, the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).
 - **Approaches in Psychology.** To include: Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science
 - **Biopsychology.** To include: the divisions of the nervous system, the process of synaptic transmission, the function of the endocrine system, localisation of function in the brain and hemispheric lateralisation, split brain research, Plasticity and functional recovery of the brain after trauma, ways of studying the brain and the influence of Biological rhythms
- Students should demonstrate knowledge and understanding of the following **Research Methods:**
 - **Experimental method**
 - **Observational techniques**
 - **covert and overt observation**
 - **Self-report techniques**
 - **Correlations**
 - **Content analysis.**
 - **Case studies.**
- Students should know the strengths and weaknesses of key research into:
 - **Issues and debates in Psychology.** To include: the nature vs. nurture debate, The free will vs. determinism debate, The Holism vs. Reductionism debate, The Idiographic vs. Nomothetic approach, Gender Bias, Culture Bias and Ethical Implications

TCEAT Curriculum & Assessment Overview: Psychology

- **Gender.** To include: Sex and gender, Sex-role stereotypes, Androgyny, The role of chromosomes and hormones, Cognitive explanations of gender development, Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Social learning theory, The influence of culture and media gender roles and Atypical gender development.
- **Schizophrenia.** To include: Classification of schizophrenia, biological explanations for schizophrenia, psychological explanations for schizophrenia, Drug therapy, Cognitive behaviour therapy and family therapy and The importance of an interactionist approach
- **Aggression.** To include: Neural and hormonal mechanisms in aggression, The ethological explanation of aggression, Social psychological explanations of human aggression, Institutional aggression in the context of prisons and Media influences on aggression

Disciplinary knowledge - The main subject skills, procedures, thinking structures and behaviours of our subject such as:

- Students will acquire essential knowledge and understanding of different areas of Psychology as outlined in the substantive knowledge list above and how each of these areas relate to one another.
- Demonstrate a deep appreciation of the skills, knowledge and understanding of research methods by showing competence and confidence in a variety of practical, mathematical and problem-solving scenarios.
- Demonstrate knowledge and understanding of the psychological concepts, theories, research studies, research methods and ethical issues outlined in the substantive knowledge section of this document.
- Use key research studies and evidence to effectively evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- Apply psychological knowledge and understanding of the specified substantive knowledge in a range of contexts.
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods within the substantive knowledge content.

Disciplinary Literacy -

Literacy skills are developed consistently throughout the A level Psychology course. This is done through systematic use of frameworks for longer answer questions, explicit teaching of keywords, use of knowledge organisers, and continued use of discussions and research studies. Students are taught to read effectively through question deconstruction and the method of BUGGING the question. The systematic use of writing PEEL and PEECL paragraphs, planning whole essays, and the use of model answers and essays to reinforce the principles of effective communication.

TCEAT Curriculum & Assessment Overview: Psychology

Curriculum two-year plan:

	Year 12	Year 13
Autumn Term 1:1	Approaches in Psychology Research Methods	Issues and Debates Aggression
Q1 assessment		
Autumn Term 1:2	Memory Research Methods	Schizophrenia Aggression
Q2 assessment		
Spring Term 2:1	Attachment Research Methods	Schizophrenia Gender
Spring Term 2:2	Attachment Social Influences	Gender Revision
Q3 assessment		
Summer Term 3:1	Biopsychology Social Influences	Revision
Q4 assessment		
Summer Term 3:2	Biopsychology Psychopathology	Exam Season

Approaches to learning

Psychology is a new subject for our Students and as such, knowledge is drawn from student's prior learning in GCSE Science, Maths and English Language to support students effectively. Students are exposed to the four main areas of Psychology – social, cognitive, learning and biological in a sequential way and the skills underpinning the assessment objectives in Psychology are delivered in a spiral way, where students continuously practice and build upon their knowledge. Research methods is a unit that is paramount to student understanding and attainment in A Level Psychology thus clarifying it's immediate introduction in Term 1.1 The teaching of Research methods is also embedded throughout the curriculum when considering practical evidence from the research studies students are exposed to. Day to day lessons begin with testing student's prior knowledge from the lesson before or a Knowledge Quiz based on previously set "Look Cover Write Check" tasks. Lesson structure often involves a combination of Direct Instruction which includes the use of both deductive and inductive models to explore concepts

TCEAT Curriculum & Assessment Overview: Psychology

AfL – Assessment for Learning

AfL is critical to learning. Throughout each lesson students will be given opportunities test their understanding and give their teacher opportunities to identify issues and correct misunderstandings on the spot. All teachers utilise strategies to ensure they can assess whole class progress rapidly & target support within lessons. These strategies include the use of mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning. In Psychology we also incorporate regular mastery of subject specific terminology, theory and research using recall knowledge quizzes.

Prep

Prep is designed to support learners to retain and retrieve information therefore strengthening long-term memory. Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. This work is to be completed outside of the classroom (at home or in study club) and is designed to consolidate learning and prepare students for their next lesson. In Psychology, students are given prep in the form of “Pre-work”. This is a structured approach to ensuring students have accessed the key information and studies prior to the delivery of the lesson, ensuring a productive pace during the lesson.

Standardised assessments

These are longer tasks designed to provide students with a chance to applying work from several lessons. These may be done as homeworks or in class. These tasks will be in place of prep and have an extended deadline as they will take students longer to complete. In Psychology standardised assessments take the form of longer 12 and 16 mark essay questions which are marked by the teacher and key areas of achievement and development shared with the class.

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning.

TCEAT Curriculum & Assessment Overview: Psychology

Quarterly assessments	Year 12	Year 13	
Quarter 1 (October)	Partial Paper: 60 minutes <ul style="list-style-type: none"> • Section A: Multiple Choice questions on Approaches and Research methods • Section B: Longer answer questions: Research Methods • Section C: Longer answer questions: Approaches 	Paper 3: Issues and Options in Psychology: 60 minutes <ul style="list-style-type: none"> • Section A: Issues and Debates • Section B: Aggression 	
Quarter 2 (December)	Partial Paper: 1hr 30 minutes <ul style="list-style-type: none"> • Section A: Approaches • Section B: Research Methods 	Paper 1: Introductory topics and Aggression: 2 hrs <ul style="list-style-type: none"> • Section A: Social Influence • Section B: Memory • Section C: Psychopathology* • Section D: Aggression 	Paper 2: Psychology in Context: 2hrs <ul style="list-style-type: none"> • Section A: Approaches • Section B: Biopsychology • Section C: Research Methods
Quarter 3 (March)	Partial Paper: 60 minutes <ul style="list-style-type: none"> • Section A: Memory • Section B: Research Methods 	Paper 3: Issues and Options in Psychology <ul style="list-style-type: none"> • Section A: Issues and Debates • Section B: Gender • Section C: Schizophrenia • Section D: Aggression 	
Quarter 4 (June)	Partial Paper : 2hrs <ul style="list-style-type: none"> • Section A: Social Influence • Section B: Attachment • Section C: Memory: • Section D: Research Methods: 		

TCEAT Curriculum & Assessment Overview: Psychology

Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker at the front of their books. In Psychology students are provided with detailed feedback on the standardised assessments and quarterly assessment. They are informed of the main errors and misconceptions seen in these assessments during feedback lessons using references to mark scheme criteria, command word analysis and examiner report feedback where applicable. The use of model answers plentiful and students are regularly asked to self-assess the answers they produce against a sound answer pre written by teachers and/or taken from make schemes written by an examiner.

External examinations.

KS5 exam board:

AQA A-level Psychology (7182)