

Exam Board:	AQA
Qualification:	8182
Assessment Information:	2 papers of 1 hour 45 mins each. Worth 50% each. All exam based (no coursework).

[Link to official specification](#)

Department Information:

There are two psychology teachers in the team Mrs Wright (Head of Faculty) jayne.wright@furzeplatt.net and Mr Marris chris.marris@furzeplatt.net Lessons will take place during form time and after school on a Monday. This is an enrichment opportunity to take a GCSE in Year 10.

ACHIEVE in the curriculum:

In Psychology we aim for our students to be 'Ambitious,' often pursuing careers using the skills, knowledge and understanding obtained in the course. We encourage them to work together in a 'Collaborative' way. We aim for our team to be 'Happy' in their approach and to have 'Integrity' as they move through life. Our academic approach encourages students to show 'Endurance' at times and to approach their studies with 'Versatility.' All of which lead to 'Excellence' in terms of their effort and attainment.

Curriculum Aims & Intent:

Students will be expected to: demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills evaluate therapies and treatments including in terms of their appropriateness and effectiveness show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity develop an understanding of the interrelationships between the core areas of psychology show how the studies for topics relate to the associated theory. Knowledge and understanding of research methods (see Research methods), practical research skills and mathematical skills (see Appendix A: mathematical requirements) will be assessed across all topic areas in Paper 1. These skills should be developed by studying the specification content and through ethical, practical research activities, involving:

Resources:

- Blooket – online quiz linked to each lesson.
- Power Points on TEAMS
- GCSE – Psychology textbook
<https://global.oup.com/education/product/9780198413639/?region=uk>
- YouTube: The Sapir-Whorf hypothesis
- Whodunnit? Cross-linguistic differences in eye-witness memory
- <https://filestore.aqa.org.uk/resources/psychology/AQA-8182-SW-SFB.PDF>
- <https://brainmadesimple.com/cerebral-cortex-and-lobes-of-the-brain/>
- <https://www.youtube.com/watch?v=Vy8EvyQoQIE&t=68s>
- <https://www.youtube.com/watch?v=jdJ5eq6iNPA&t=4s>
- <https://www.youtube.com/watch?v=EeE7Fpg061I&t=25s>
- Topic map (SP)

		Crowd and collective behaviour	Versatility: Internet research	(personality and morality) affect collective behaviour.	
2	Language, thought and communication	<p>The possible relationship between language and thought.</p> <p>The effect of language and thought on our view of the world.</p> <p>Differences between human and animal communication</p> <p>Non-verbal communication</p>	<p>Collaboration: opportunities for class debate</p> <p>Integrity: opportunity for independent research</p>	<p>Piaget's theory: language depends on thought.</p> <p>The Sapir-Whorf hypothesis: thinking depends on language.</p> <p>Variation in recall of events and recognition of colours, eg in Native American cultures.</p> <p>Limited functions of animal communication (survival, reproduction, territory, food).</p> <p>Von Frisch's bee study.</p> <p>Properties of human communication not present in animal communication, eg plan ahead and discuss future events.</p> <p>Definitions of non-verbal communication and verbal communication.</p> <p>Functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion.</p>	

		Explanations of non-verbal behaviour	Excellence and endurance: end of unit assessment	<p>Body language including open and closed posture, postural echo and touch.</p> <p>Personal space including cultural, status and gender differences.</p> <p>Darwin's evolutionary theory of non-verbal communication as evolved and adaptive.</p> <p>Evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived.</p> <p>Evidence that non-verbal behaviour is learned. Yuki's study of emoticons.</p>	
3	Brain and neuropsychology	Structure and function of the nervous system	<p>Endurance: this is a pretty lengthy topic but students must persevere</p> <p>Collaboration: class discussion on the role of emotion</p>	<p>The divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions.</p> <p>The autonomic nervous system and the fight or flight response. The James-Lange theory of emotion.</p>	