

**Exam Board:**

**AQA**

**Qualification:**

*A Level*

**Assessment**

*3 exams of 2 hours each in May/June of*

**Information:**

*Year 13*

**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*

**AO3:** *Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:*

- *in a practical context.*
- *when handling qualitative data.*
- *when handling quantitative data.*
- *make judgements and reach conclusions.*
- *develop and refine practical design and procedures*

[Link to official specification](#)

**Department Information:**

- *Mrs Wright*  
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*Mr Marris*  
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*deliver the taught component of the A Level Psychology course at Furze Platt.*
- *The expectation will be that students read through the textbook on the next topic (pre-read and take Cornell style notes), ready to cover evaluation points in the lessons.*
- *There will be 9 hours of pre-reading, notes and revision of key studies set over the two-week timetable.*

**ACHIEVE in the curriculum:**

*Ambitious – aiming high and looking at careers and aspirations from a career perspective.*

*Excellence – in all we work on*

*Versatility – independent learners*

*Endurance – learning a huge range of research ready to recall in exams*

*Integrity – working with integrity in lessons and in pairs/groups.*

*Happy – positive psychology underpins our ethos and approach.*

**Curriculum Aims & Intent:**

*FPSS curriculum aims to demonstrate knowledge and understanding in psychology and to analyse psychological concepts, theories, research studies, research methods and ethical, whilst applying psychological knowledge and an understanding of all the topics covered in the psychology specification.*

*The curriculum aims to improve the knowledge and understanding of research methods, practical research skills and mathematical skills through ethical practical research activities, involving:*

- *designing research*
- *conducting research*
- *analysing and interpreting data.*

**Resources:**

*An online textbook is used for students to complete their pre-reading and revision notes. <https://www.illuminate.digital/> An access code will be shared with students.*

*Should you wish to purchase the paper textbook, the links are below:*

*<https://www.illuminatepublishing.com/product/aqa-psychology-for-a-level-year-1-as-student-book-2nd-edition>*

*<https://www.illuminatepublishing.com/product/aqa-psychology-for-a-level-year-2-student-book-2nd-edition>*

*CGP revision for psychology is recommended too for revision:*

*<https://www.cgpbooks.co.uk/secondary-books/as-and-a-level/psychology/pyar74-as-and-a-level-psychology-aqa?c=28323746>*

**How we keep parents informed:**

*Year 12 - Progress reports are published 4 times per year, in October, January, March and July, with a face-to-face parents' evening in November.*

**How parents can help their child:**

*Where possible, encourage discussions on the topics covered and related careers. Support them to become independent learners keeping up with their pre-reading and note taking. Reminding them to bring in their devices. Watching related documentaries. Proofread notes or essays. Encourage pre-reading to ensure lesson readiness. Encourage mind maps/flash card creation and test them for end of topic tests and their Year12 June PPE Year 13 January PPE/actual exam. Should they wish to take psychology at university, arrange and accompany on visits to different universities. Encourage them to think of their futures using the resources found here:*

*<https://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/resource-list>*

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
Term 1 & Term 2 JWright class	Introduction to psychology  Approaches in psychology	<p><b>Approaches in Psychology</b></p> <ul style="list-style-type: none"> <li>• <b>Origins of Psychology:</b> Wundt, introspection and the emergence of Psychology as a science.</li> <li>• The basic assumptions of the following approaches:</li> <li>• <b>Learning approaches:</b></li> <li>• <b>the behaviourist approach</b>, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research;</li> <li>• <b>social learning theory</b> including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.</li> <li>• <b>The cognitive approach:</b> the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</li> <li>• <b>The biological approach:</b> the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</li> <li>• <b>The psychodynamic approach:</b> the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.</li> </ul>	All (see statement above)	End of topic tests that include multiple choice, short answer and extended writing 16 mark essay.	Learning about the role of Psychologists/psychiatrists/occupational psychologists through all topics in psychology: <a href="https://www.careerpilot.org.uk/job-sectors/subject/psychology">https://www.careerpilot.org.uk/job-sectors/subject/psychology</a>

<p><b>Term 1 &amp; Term 2 C Marris class</b></p>	<p><b>Psychopathology</b></p>	<ul style="list-style-type: none"> <li>• <b>Humanistic Psychology:</b> free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</li> <li>• <b>Comparison of approaches.</b></li> </ul> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</li> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>• The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.</li> <li>• The cognitive approach to explaining and treating depression: Beck’s negative triad and Ellis’s ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.</li> <li>• The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</li> </ul>		<p>End of topic tests that include multiple choice, short answer and extended writing 16 mark essays.</p>	
<p><b>JWright class Term 3</b></p>	<p><b>Memory</b></p>	<p><b>Memory:</b></p> <ul style="list-style-type: none"> <li>• The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</li> <li>• Types of long-term memory: episodic, semantic, procedural.</li> <li>• The working memory model: central executive, phonological loop, visuo-spatial</li> </ul>	<p>All (see statement above)</p>	<p>End of topic tests that include multiple choice, short answer and extended writing 16</p>	<p>See above</p>

<p><b>CMarris class Term 3 &amp; 4</b></p>	<p><b>Biopsychology</b></p>	<p>sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <ul style="list-style-type: none"> <li>• Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</li> <li>• Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</li> </ul> <p><b>Biopsychology</b></p> <ul style="list-style-type: none"> <li>• The divisions of the nervous system: central and peripheral (somatic and autonomic).</li> <li>• The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</li> <li>• The function of the endocrine system: glands and hormones.</li> <li>• The fight or flight response including the role of adrenaline.</li> <li>• Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma.</li> <li>• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.</li> </ul>		<p>mark essays.</p>	
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<p><b>JWright Term 4</b></p>	<p><b>Attachment</b></p>	<ul style="list-style-type: none"> <li>• Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</li> </ul> <p><b>Attachment:</b></p> <ul style="list-style-type: none"> <li>• Caregiver-infant interactions in humans: reciprocity and interactional synchrony.</li> <li>• Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</li> <li>• Animal studies of attachment: Lorenz and Harlow.</li> <li>• Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</li> <li>• Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</li> <li>• Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</li> <li>• The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ul>			
<p><b>JWright Term 5</b></p>	<p><b>Social Influence</b></p>	<p><b>Social influence</b></p> <ul style="list-style-type: none"> <li>• Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</li> </ul>	<p>All (see statement above)</p>	<p>End of topic tests that include multiple choice, short answer and extended writing 16</p>	<p>See above</p>

<p>CMarris Term 5 &amp; 6</p>	<p><b>Research Methods Issues and debates (nature/nurture/Free will/determinism/Gender &amp; Culture Bias)</b></p>	<ul style="list-style-type: none"> <li>• Conformity to social roles as investigated by Zimbardo.</li> <li>• Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.</li> <li>• Explanations of resistance to social influence, including social support and locus of control.</li> <li>• Minority influence including reference to consistency, commitment and flexibility.</li> </ul> <p>The role of social influence processes in social change.</p> <p><b>Research methods:</b></p> <ul style="list-style-type: none"> <li>• Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</li> <li>• Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</li> <li>• Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</li> <li>• Self-report techniques. Questionnaires; interviews, structured and unstructured.</li> <li>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</li> <li>• Content analysis.</li> <li>• Case studies.</li> </ul>		<p>mark essays.</p>	
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<p><b>Term 6</b> <b>JWright</b></p> <p><b>CMarris</b></p>	<p><b>Social Influence JW</b></p> <p><b>Research assignment CM</b></p>	<p><b>Continue Social Influence unit</b></p> <p><b>Research Assignment</b> Students' understanding of research methods, gained through classroom experience of practical Psychology, will be assessed using the familiar scenario-based question style and research methods questions embedded in topics.</p>	<p>All</p>	<p>End of year PPE (Pre-Public Exam on the year 12 content)</p>	<p>See above</p>
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