

**Exam Board:**

AQA

**Qualification:**

Psychology A Level

**Assessment**

3 exams of 2 hours each in May/June of Year 13

**Information:**

**A01** Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

**A02:** Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context

**A03:** 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 [jayne.wright@furzeplatt.net](mailto:jayne.wright@furzeplatt.net) and Mr Marris 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 and aim to achieve.

**Versatility** – independent research and learning.

**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.

**Students will be able to:**

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content

**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>

- apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

**Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in Paper 3.**

These skills should be developed through study of the specification content and through ethical practical research activities, involving:

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

In answering questions on **Issues and Debates in Psychology** students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate.

In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

<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 13 - Progress reports are published 4 times per year, in October, November and February, with a face-to-face parents' evening in December.

#### **How parents can help their child:**

Where possible, encourage discussions on the topics covered and related careers. Support them to become independent learners.

Watch 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 Year 12 June PPE Year 13 January PPE. Should they wish to study 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>

<b>What we study and when:</b>			
<b>Term</b>	<b>Unit, Topic Or Summary Of Work Covered</b>	<b>Knowledge, Understanding &amp; Skills Developed</b>	<b>How The Work Is Assessed</b>
<b>1 &amp; 2 Sept/Oct/ Nov/Dec</b>	<b>CM – Year 13 Research Methods</b>	<p><b>Research methods</b> 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.</p> <ul style="list-style-type: none"> <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><b>Scientific processes</b></p> <ul style="list-style-type: none"> <li>• Aims: stating aims, the difference between aims and hypotheses.</li> <li>• Hypotheses: directional and non-directional.</li> <li>• Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</li> <li>• Pilot studies and the aims of piloting.</li> <li>• Experimental designs: repeated measures, independent groups, matched pairs.</li> <li>• Observational design: behavioural categories; event sampling; time sampling.</li> <li>• Questionnaire construction, including use of open and closed questions; design of interviews.</li> <li>• Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.</li> <li>• Control: random allocation and counterbalancing, randomisation and standardisation.</li> <li>• Demand characteristics and investigator effects.</li> <li>• Ethics, including the role of the British Psychological Society’s code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.</li> <li>• The role of peer review in the scientific process.</li> <li>• The implications of psychological research for the economy.</li> <li>• Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.</li> </ul>	<b>Essays and short answer exam practice past paper questions. End of topic test from past papers</b>

	<p><b>W – Issues and Debates</b></p>	<ul style="list-style-type: none"> <li>• Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</li> <li>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</li> <li>• Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</li> </ul> <p><b>Data handling and analysis</b></p> <ul style="list-style-type: none"> <li>• Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</li> <li>• Primary and secondary data, including meta-analysis.</li> <li>• Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.</li> <li>• Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.</li> <li>• Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</li> <li>• Analysis and interpretation of correlation, including correlation coefficients.</li> <li>• Levels of measurement: nominal, ordinal and interval.</li> <li>• Content analysis and coding. Thematic analysis.</li> </ul> <p><b>Inferential testing</b></p> <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <ul style="list-style-type: none"> <li>• Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</li> <li>• Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</li> <li>• Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman’s rho, Pearson’s r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</li> </ul> <p><b>Issues and debates in Psychology (Specification)</b></p> <ul style="list-style-type: none"> <li>• Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>• Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> </ul>	
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<p><b>3 &amp; 4 Jan/Feb/Mar</b></p>	<p><b>CM Forensics</b></p>	<p><b>Forensic Psychology (specification)</b></p> <ul style="list-style-type: none"> <li>• Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</li> <li>• Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</li> <li>• Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</li> <li>• Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</li> </ul>	<p><b>January Pre-Public Exam (PPE)</b></p> <p><b>Essays and short answer exam practice past paper questions.</b></p> <p><b>End of topic test from past papers</b></p>

	<b>JW Schizophrenia</b>	<b>Schizophrenia (specification)</b> <ul style="list-style-type: none"> <li>• Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</li> <li>• Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.</li> <li>• Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>• Drug therapy: typical and atypical antipsychotics.</li> <li>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</li> </ul>	
<b>5 Apr/May</b>	<b>Revision of all topics</b>	<b>Revision of all topics</b>	<b>Actual A Level papers x3 (2 hours per paper with 4 sections)</b>
<b>6 Jun/Jul</b>	<b>Study Leave</b>	<b>Study Leave</b>	<b>Study Leave</b>