



A LEVEL – YEAR 12 – PSYCHOLOGY – CURRICULUM OVERVIEW

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p>Approaches is the most fundamental of the topics – it is the theory that underpins all the other topics. Although it is placed in unit two on the spec, it is difficult to understand topics like psychopathology, or attachment, or memory, without having a working knowledge of the perspectives like the biological approach, cognitive approach or learning approach first.</p> <p>Some centres choose to teach the whole of the approaches topic together (6 approaches) but I opt to teach the year 1/AS content only (4 approaches) at this stage, for the very reason that it is so theoretical and can be a bit heavy for the novice psychologist.</p>	<p>Following on from approaches, I launch straight into Clinical Psychology and Mental Health, which is centred around applying the three main approaches we have just covered to understanding and treating mental illness. This therefore acts as consolidation of their understanding of the approaches topic.</p>	<p>We then move on to Memory after Christmas. Memory gives students their first real taste of key psychological studies (in greater detail) and is a fairly practical topic with lots of opportunities for class experiments. It tends to be a more popular topic and during the long winter months it gets them involved and active a bit more.</p>	<p>Social influence is taught after the Feb half term. This is often a shorter half term, and social influence is one of the smaller topics. And providing year 13s with catch up opportunities to go over content they may have missed in good time before their end of course exams. The order of these three topics can be interchangeable, especially social influence and attachment depending on where Easter falls in any given year.</p>	<p>Attachment is taught after Easter. This is often a longer half term and attachment is one of the larger topics. providing year 13s with catch up opportunities to go over content they may have missed in good time before their end of course exams. The order of these three topics can be interchangeable, especially social influence and attachment depending on where Easter falls in any given year. It is also one of the least preferred topics so I prefer to leave it as near to the Year 12 end of year exams as I can, so that students don't lose motivation.</p>	<p>We revisit the Approaches topic after May half term and cover the remaining two approaches. As one of these approaches is Freud, I prefer to leave until the end of year one in the hope the students may be more mature than at the start of the course!!</p>



A LEVEL – YEAR 12 – PSYCHOLOGY – CURRICULUM OVERVIEW

<p>Fits nicely straight after the biological approach, especially to understand further the “biological structures” assumption.</p>					
---	--	--	--	--	--

Research methods, as well as being a stand-alone topic, is embedded in other topics throughout the course. Students could be tested on their RM knowledge in any of the other areas of the exam. For this reason, I teach it for one period a week throughout the two years. Those who are not mathematically or scientifically able also find some of the RM areas hard going when taught as a whole block, so it breaks up the content. In Year 1 we cover all the Year 1/AS content for the reason given below, and also case studies and content analysis, which are second year topics but are useful for year one in evaluating studies in other areas. By May half term students will have all the year one content under their belts.

Biopsychology is also taught across the year, one lesson a fortnight, by a Biology specialist.

In year two we cover the remainder of the unit, as well as two practical investigations that require students to put their RM knowledge to good use by designing, conducting and analysing their own research. Although not required as such, many centres do this as it allows students to really understand the process, reflect on how science works, and prepares them for undergraduate study.

Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks	Assessment / Composite Tasks
<p>Short answer exam questions Application questions Non application essay End of topic test</p>	<p>Short answer exam questions Application questions Application essay End of topic test Short RM practical RM test</p>	<p>Short answer exam questions Application questions Non application essay End of topic test</p>	<p>Short answer exam questions Application questions Non application essay End of topic test RM test</p>	<p>Short answer exam questions Application questions Application essay End of topic test Year 12 exams</p>	<p>Short answer exam questions Application questions Non application essay End of topic test</p>