



| YEAR 1             | Knowledge and Skills   | Vocabulary & Reading   | Checking of understanding  | Rationale   |
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| <p>Autumn Term</p> | <p><b>Psychological approaches and applications (examined unit)</b><br/>                     Students will learn about the assumptions of four different approaches in psychology (Learning, Biological, Social and Cognitive).<br/>                     They will also develop an understanding of how psychological approaches, research and concepts are applied to explain gender, aggression and consumer behaviour.</p> <p><b>Conducting Psychological Research (internally assessed unit):</b><br/> <b>Learning Aim A</b> - Students will be introduced to research methods and their importance in psychological inquiry. Including principles of research, key terms used in research and the research process.</p> | <p><b>Behaviourist and learning:</b> classical conditioning (cues, association) operant conditioning (reinforcements, punishment, consequences, motivation – intrinsic and extrinsic), social learning theory (observation and imitation, vicarious reinforcement).</p> <p><b>Biological:</b> introversion, extroversion, genotype, phenotype, neuroanatomy (lateralisation and localisation), central and autonomic nervous system (sympathetic and parasympathetic), neurochemistry (hormones, adrenaline, cortisol and neurotransmitters e.g. dopamine), evolutionary adaptation, genome lag.</p> <p><b>Social:</b> Conformity (internalisation, compliance, identification), social categorisation, stereotypes, discrimination, prejudice, intragroup dynamics (cohesion, group think, facilitation), self-concept/efficacy.</p> <p><b>Cognitive:</b> memory, shortening, confabulation, schema, rationalisation, priming, scripts, cues, perception and attribution.</p> | <p><b>External examination in the first three weeks of January in each academic year.</b><br/>                     Exact dates TBC by Pearson.<br/>                     Psychological approaches and applications (90 marks 1 hr 30 mins.)<br/>                     Health psychology (January of Year 13 70 marks 2 hrs).</p> <p><b>Full mock exam papers</b> in the penultimate week of the Autumn Terms.</p> <p><b>Examined unit:</b><br/>                     Retrieval practice is a big part of what we do in psychology. These low stakes recall activities create high expectations and ensure that information is retained. They are completed in every taught session in various forms, from</p> | <p>Most students come to MV with <b>no previous educational experience of psychology</b>. Students are keen to learn more about criminal psychopaths, a topic that makes up an extremely small proportion of what psychology is about but dominates mainstream media, which has coloured their understanding of the specialism. Before the course begins, myths surrounding the subject, such as the belief that psychologists can read minds, are dispelled.</p> <p>The <b>course is taught sequentially</b> for two reasons: Firstly, gaining an understanding of</p> |

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| Spring Term | <p><b>Learning Aim B</b> - Students will learn how to develop research proposals. This knowledge will be applied to create a proposal for their own pilot study based on a topic considered within the approaches.</p> <p><b>Learning aims C and D</b> - Students will carry out their own proposals and report their results through an academic poster presentation to discuss their data analysis techniques and relative success of their pilot study. They will consider the implications of research on practice and provision, and its impact, through self-reflection and feedback from others, on personal and professional development.</p> | <p><b>Gender:</b> binary, non-binary, androgyny, transgender, masculinity, femininity, gender fluid, gender dysphoria.</p> <p><b>Aggression:</b> hostile, instrumental, violent, verbal, non-verbal.</p> <p><b>Consumer behaviour:</b> bandwagon effect, social proof, neuromarketing using fMRI, eye-tracking and facial coding.</p> <p><b>Research methods terms:</b> Reliability, validity, objectivity, deductive and inductive reasoning, hypotheses, variables, sampling techniques, operationalisation, research design, ethics, qualitative and quantitative data, descriptive statistics, levels of data (nominal, ordinal, interval and ratio), measures of central tendency (mean, median, mode), measures of dispersion (range), probability, triangulation, correlation, normal and skewed distributions, peer review.</p> <p><b>Reading (all units):</b> web sources, original research/journal articles, use of Google scholar, subject specific textbooks, news articles (guardian). Students are specifically taught how to select and analyse sources for their credibility.</p> | <p>metacognition tasks and warm up routines, to brain dumps and find and fix activities.</p> <p><b>Internally assessed unit:</b> Coursework assignments are broken down into manageable chunks that teach them how to work to deadlines and manage their own time. Each assessment follows a short period of teacher input and engagement in exemplar tasks. Students are provided formal feedback and given the opportunity for one resubmission.</p> <p>As part of their pilot study they will report their findings using appropriate academic conventions, rather than just learning about them in an abstract way. This involves an academic poster presentation for learning aims C and D. They receive feedback on their research from their peers, helping them to build skills. This use of a presentation rather than a traditional report is a choice we have made as a centre, and is</p> | <p>the approaches provides a solid foundation of learning for subsequent units, helping to introduce a broad array of specialist vocabulary; secondly, should a student wish to move on from MV at the end of Year 12, they would be able to claim a qualification at the certificate level, by completing units 1 and 2.</p> <p>Many of the topics provide <b>opportunities to improve student wellbeing and teach beyond the confines of the specification.</b> For example, inclusion of Zimbardo's Stanford Prison Experiment and Milgram's study of obedience to authority help to enrich student appreciation of ethical issues that have arisen in historical social psychological research. This is taught in the winter term, to enable students to develop evaluation skills for the examined component,</p> |
| Summer Term | <p><b>Health Psychology (examined unit)</b><br/>Students will be introduced to the concept of health as a continuum, definitions of stress, health and ill-health, and Griffith's 6 components of addiction. They will</p>  | <p><b>Psychological definitions of health, ill-health, addiction and stress:</b> biomedical, biopsychosocial, physiological and psychological dependence (salience), tolerance, withdrawal, interpersonal and intrapersonal conflict, relapse, mood modification, stressors, psychological stress.</p>   |   |  |

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|  | develop an understanding of the causes of stress and approaches to explaining smoking addiction. | <b>Stress:</b> Causes of stress (life events, daily hassles, role conflict, locus of control, hardiness, type A and B personality), Physiological responses to stress (ANS, GAS, Sam, HPA and adrenaline), links between stress and ill-health. | not a requirement of Pearson BTEC. We feel this experience will be invaluable in the world of work or as part of undergraduate study. | but also provides evidence of interleaving, as a deeper appreciation of ethics is not required until they complete coursework. |
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| YEAR 2      | Knowledge and Skills   | Vocabulary & Reading  | Checking of understanding   | Rationale   |
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| Autumn Term | <p><b>Health Psychology (examined unit)</b><br/>Students will learn how is stress linked to illness, why people become addicted to behaviours or substances, and which factors influence whether people engage in healthy or unhealthy behaviours. Content to include psychological approaches to health (building on prior knowledge from the first examined unit), and theories of stress, behavioural and physiological addiction. Promotion of positive behaviour change (theories of persuasion) and resulting treatments for addiction and stress will be discussed. Reasons for non-adherence and methods to improve adherence will be investigated.</p> <p><b>Forensic and criminal psychology (internally assessed unit):</b><br/>Students will learn about the explanations of crime</p> | <p><b>Theories:</b> Health belief model (perceived seriousness, susceptibility, cost-benefit analysis, how demographic variables such as age, gender, culture, and external/internal cues affect behaviour), locus of control (internal and external, and the role of attributions) theory of planned behaviour (concepts of personal attitude to behaviour, subjective norms, perceived behavioural control and their effect on behaviour), self-efficacy theory (mastery experiences, vicarious reinforcement, the effect of social persuasion and emotional state) and the transtheoretical model (precontemplation, contemplation, preparation, action, maintenance).</p> <p><b>Physiological (substance) addictions:</b> Initiation, maintenance and relapse, smoking (dopamine, nucleus accumbens, dependence, heritability, nicotine, self-efficacy, conditioned cues, cessation), alcohol (self-medication model, mitigation, counter-productivity).</p> <p><b>Behavioural (non-substance) addictions:</b> Gambling (expectancy theory, cost-benefit analysis, illusions of control, gamblers fallacy, variable reinforcement schedules, cue reactivity), shopping (vicarious reinforcement, role of celebrity, adrenaline, negative reinforcement, self-esteem, coping strategies).</p> <p><b>Theories of persuasion:</b> Hovland-Yale, Fear arousal and the elaboration likelihood model.</p> | <p><b>Examined unit:</b><br/>As per Year 12 retrieval practice is utilised throughout taught lessons. As the second paper (Health Psychology) requires students to engage with material at a deeper level, particularly in extended writing questions, a significant proportion of exam skills development is focused on this during lessons and practiced during independent study.</p> <p><b>Internally assessed unit:</b><br/>The second piece of coursework makes up just 20% of the whole qualification (as opposed to 25% for the first internal assessment). As per Year 12, tasks are</p> | <p>Examinations are sat in the January of each academic year. This is done to allow maximum <b>resit opportunities</b> for students, who can resit any examined unit up to a maximum of two additional attempts. This means students can (if they choose) use the summer series to raise their overall grade profile in either year. Whilst we do not encourage students to consider this as an option in the advance of their first sitting, it is an important aspect of planning of the curriculum structure.</p> <p>Students enter year 13 with a broad array of knowledge and skills, which they will be able to apply to their subsequent learning. For the first part of the autumn/winter term, focus is on health psychology and <b>honing higher order thinking</b></p> |

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| <p>Spring Term</p> | <p>across three themes (biological, individual differences and social psychological explanations). They will learn about the possible punishments and methods of modifying crime to reduce recidivism. They will create a psychological profile of a criminal based on established psychological techniques and evaluate the accuracy of said profile.</p> | <p><b>Reading (all units):</b> Web sources, original research/journal articles, use of goggle scholar, subject specific textbooks, news articles (guardian). Students are specifically taught how to select and analyse sources for their credibility.</p> <p><b>Biological explanations:</b> Inherited criminality, MAOA, CDH13, diathesis-stress, amygdala, intermittent explosive disorder.</p> <p><b>Individual differences explanations:</b> Eysenck (extroversion, neuroticism, psychoticism), cognitive factors, Kohlberg's moral development.</p> <p><b>Social psychological explanations:</b> SLT, differential association, effects of upbringing (disrupted families, maternal deprivation, poverty).</p> <p><b>Punishment and modification:</b> recidivism, imprisonment, community sentencing, probation, custodial sentencing, zero tolerance, anger management, restorative justice.</p> <p><b>Profiling:</b> Top down (FBI) and bottom up approaches, geographical profiling, building social and psychological portraits, crime scene data collection techniques, the Barnum effect (police-bias), interpersonal coherence and forensic awareness of the criminal.</p> | <p>broken down into manageable assignments (x3). Each assignment is preceded by a taught section of work which directs students to specific texts and data sources (see reading) for independent analysis. The idea is that students by this point have learned the skills required to analyse data and qualitative sources independently. They are expected to manage their own learning and the teachers' roles becomes that of a facilitator – so that they are better prepared for the world f work of higher education. These assignments are then assessed, with the opportunity for one resubmission based on personalised feedback.</p> | <p><b>skills.</b> This will involve revisiting the approaches studied in Year 12 and applying them to explain addictive behaviour. Moreover, students will come to appreciate methods used to reduce stress which they can apply to improving their own mental health and wellbeing – reducing exam anxiety and helping them to better cope with life's stresses moving forward.</p> <p>After the October break, one double a week is set aside to compete the second internal assessment (which is completed and sent for standards verification with Pearson by the beginning of May in Year 13). Assuming there is no need for resit opportunities, <b>the course will at this point be complete.</b></p> <p><b>Links with whole college PD</b> (personal development) programme occur frequently throughout the course, where the</p> |
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