

Learning Cycle Year 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<p>Component 1: Psychology; Past to Present.</p> <ul style="list-style-type: none"> Students learn about the assumptions of 5 main approaches to studying behaviour in Psychology. They will also study methods of treatment and classic research studies associated with each approach. As students progress through each approach, they will develop their evaluative skills before apply these to each approach including comparing and contrasting them. Finally, students will apply their knowledge to the discussion of contemporary debates in psychology including whether conditioning techniques should be used to control childrens' behaviour and issues surrounding the ethics of neuroscience. 	<p><i>Reading (all components):</i></p> <p><i>A level Psychology skills builder (eduqas). ISBN: 978-1-86085-707-2</i></p> <p><i>Psychology A level (eduqas). ISBN: 978-0-19-835610-3</i></p> <p>Biological approach: evolutionary influences, localisation of brain function, neurotransmitters, psychosurgery.</p> <p>Psychodynamic approach: unconscious mind, tripartite personality, dream analysis.</p> <p>Behaviourist approach: blank slate/ tabula rasa, conditioning, aversion therapy.</p> <p>Cognitive approach: computer analogy, internal mental processes, schemas, cognitive behavioural therapy.</p>	<p>Each component will be externally examined via written examination in summer of 2024.</p> <p>Each exam is 2.5 hours long and worth 33.3% of the entire A level.</p> <p>Full mock assessments will be conducted throughout the course.</p> <p>Shorter, regular assessments will also be conducted throughout the course. In addition to homework tasks.</p> <p>Completion/ use of learning tables.</p>	<p>Most students come to MV with no previous educational experience of psychology. 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 course is taught sequentially for two reasons. Firstly, component 1 involves students developing an understanding of how psychology has evolved from its early, non-scientific roots to its modern-day grounding in empirical research. Therefore, delivering each approach in chronological order</p>

		<p>Positive approach: free will, authenticity of goodness and excellence, 'the good life', flow, signature strengths, mindfulness</p> <p>Students are encouraged to complete additional reading of relevant academic journals.</p> <p>They are provided with the original academic journal articles for each of the classic research studies from component 1.</p>		<p>lends itself to the development of this understanding.</p> <p>Secondly, students need to have a solid understanding of basic concepts and terminology in order to comprehend the subject content in components 2 and 3 as they move into year 13.</p> <p>Providing original academic journal articles for all classic research studies in component 1 allows students to deepen their understanding of the research through reading at an undergraduate level.</p> <p>Component 2 also involves students applying their knowledge and understanding of the research methods used in psychology to planning and conducting two research studies (personal investigations) of their own in small working groups. This would be very difficult for them to carry out had they not covered component 1 first.</p>
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Spring Term	<p>Component 2: Psychology; Investigating behaviour.</p> <ul style="list-style-type: none"> • The purpose of this component is for students to develop the skills of working scientifically. • Students will be introduced to the methodologies used by psychologists and gain an appreciation of the impact of choices made on the outcomes of the research. 	<p>Research methods: reliability, validity, objectivity, hypotheses, variables, sampling techniques, operationalisation, research design, ethics,</p>	<p>Planning, conducting and analysis of own research study (personal investigation) with teacher acting as facilitator.</p>	<p>During the delivery of component 2, students are given ownership of their personal investigations. Whilst the exam board provide a brief, which details what the investigations should focus on, it is up to the students in terms of which research methods they ultimately decide to use. This provides the students with an excellent opportunity to both consolidate and</p>

	<ul style="list-style-type: none"> Students will learn about two classic studies in psychology to further demonstrate the range of research methods used by psychologists. One study will be based on developmental psychology, the other on social psychology. 			<p>develop their understating in a very practical manner.</p> <p>Furthermore, whilst their teacher will provide the role of facilitator, being given ownership of their own learning in this manner fosters a sense of responsibility. This will encourage them to adopt a mature and organised approach to the task, better preparing them for the world of work or higher education.</p>
<p>Summer Term</p>	<p>Component 2: Psychology; Investigating behaviour continued.</p> <ul style="list-style-type: none"> To develop this understanding further, students will conduct two personal investigations (research studies) of their own, documenting the process as they move through it. The first personal investigation to be delivered now, the second at the start of y13 Autumn term. <ul style="list-style-type: none"> Students will then be able to apply their knowledge and understanding of research methods to novel research scenarios, making 	<p>Research methods continued: 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>Collation of information from personal investigation 1 into personal investigation review sheet. Whilst the creation of this document is not a specific requirement of the exam board, it is a decision we made as a centre. We feel this experience will be invaluable in the world of work or as part of undergraduate study.</p>	<p>Once students have decided how they will conduct their research, they will deliver a summary presentation of their proposal to their class who will act as an ethical committee. This provides students with an opportunity to develop key skills such as public speaking, collaborative working and organisation in addition to again developing their subject knowledge regarding the role of ethical committees in psychology.</p>

	judgements on the details of psychological research.			<p>Students will ultimately collate the information about their personal investigation into an investigation review sheet (personal investigation 1) and in the form of an academic poster (personal investigation 2) which will be presented to their class. This style of presentation will enable them to develop their key skills as mentioned above. In addition, the creation and presentation of an academic poster is a task often given to students studying at an undergraduate level and so participating in this will provide students with numerous transferable skills they can utilise in higher education or the world of work.</p>
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