



KING EDWARD VI CAMP HILL SCHOOL FOR BOYS



King Edward VI Camp Hill School for Boys

Psychology

Department Handbook

2023-2024

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Intent

Students often choose to study Psychology at Key Stage 5 because they intend to further their understanding of the human mind and behaviour. Psychology is defined as the scientific study of mind and behaviour. The reality is that everybody has an experience of the applications of psychology in the real world, but don't often realise how they came about. The intention within the A level course is to introduce students to the broad discipline of Psychology, with a focus on the use of the scientific method in order to gather evidence regarding the mind and behaviour. Psychology is an evaluative subject, and students must consider strengths and limitations of all research and explanations.

Implement

Through the AQA A level specification, students learn a total of eleven different topics, which allows them to explore the main disciplines in Psychology as recommended by the BPS. In order to fully evaluate knowledge and understanding gained of key theories and explanations regarding human behaviour, students must develop a deep understanding of the use of qualitative and quantitative research methods. Research methods is therefore taught alongside the other topics within Psychology so that students recognise its importance and can regularly make links between those areas of the specification.

Within a typical lesson, you can expect a 'Do Now' starter activity of questions for retrieval practice, the 'teaching' of the content with lots of questions asked to members of the class, and exam style questions, particularly for AO2 (application) of the content just learned.

Impact

By the end of their A level course, students will be prepared to study Psychology at undergraduate level, through an understanding of the key approaches in psychology. Psychology teaches students the importance of looking for alternative explanations and to provide empirical evidence for any conclusion drawn regarding behaviour. Psychology complements the natural sciences well due to the basis of the scientific method within its study, but it also teaches critical thinking and allows students to work on and develop analytical essay writing skills. Students who do not go on to study Psychology or related subjects at university, then they have developed skills that will be useful and necessary for any other degree course. Those who do wish to study Psychology at university often do so with the intention of working in the crime, research, education or clinical psychology sectors.

Staffing and accommodation

Teacher	Roles	email
Mrs K Watkin	Head of Sixth Form/Head of Psychology	k.watkin@camphillboys.bham.sch.uk

Lessons will take place in one of the Bates Rooms (Sixth Form Block)

Resources

Textbooks:

You will be provided with access to a digital textbook through Illuminate Publishing. Whilst unable to access this on phones, you can view through any laptop or tablet. The digital version comes with links to wider reading, further questions and answers, and multiple choice questions on each page. We will use class sets of paper versions of the book during lessons, and textbooks are available to borrow from me in the Sixth Form Office.

Stationery:

Year 12 will be given exercise books to complete their notes in. However, they can alternatively have a 'digital folder' if they opt to use laptops in lessons and can show that they are well organised with this and their laptop is not a distraction in lesson.

Year 13 can choose between an exercise book and keeping their own folder.

Teaching Resources

All powerpoints and resources to be shared on Google classroom.

Department meetings:

Where possible, Mrs Watkin to meet with Psychology department at CHG for collaboration. Calendared joint department meetings allow for this.

Department responsibilities:

Mrs Watkin is the sole teacher of Psychology at Camp Hill Boys, however there will be some collaboration (for example, on moderation of assessments) with KECHG.

Mrs Watkin is responsible for preparing lessons; assessing, recording and reporting for her classes, contributing ideas, displays in their classrooms, and keeping up to date with developments in appropriate pedagogy.

CPD

Mrs Watkin will engage in relevant CPD provided by AQA in regards to specification and assessment developments.

Homework

With such a content-heavy course, homework is integral to achievement in A level Psychology.

Formal homework will be set once a week, due the following week. The bulk of this homework will involve note making and wider reading, to ensure that you have a good set of revision notes. Additionally, it will involve revision for upcoming timed assessments.

Informally, I may ask you to complete unfinished classwork for the next lesson.

Sometimes, you will be set essay questions for homework however these will be for consolidation only, and not for assessment. Only timed questions completed in class will be assessed

Homework will be set on Google Classrooms.

Year 12 only: Additionally, Research Methods homework will be set once a week on the Research Methods lesson and due the following Friday. This will either be note making on content discussed in lesson, or practice questions.

We offer Psychology only at Key Stage 5

We follow the AQA Psychology (7182) specification. This is the most popular specification for Psychology at A Level, which means there is a wider choice of revision resources, and online learning platforms (e.g., Seneca) and revision videos (e.g., Psychboost) are aimed at this specification.

Previous learning of Psychology is not required for this specification, and it covers a broad range of topics within the subject. It is also designed to prepare students well for the study of Psychology at university.

Psychology is a science. As such, it has the same assessment objectives as A levels Biology, Chemistry and Physics.

AO1: (30-33% of total marks) Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: (30-33% of total marks) Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: (36-38% of total marks) Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions
- develop and refine practical design and procedures.

Similarly to the other science A levels, Psychology has a statutory requirement for mathematics. 10% of the total marks will be for mathematical skills. Mostly, these will relate to statistical analysis of data. You will not need to do any calculations above GCSE level mathematics.

There are three papers in Psychology, of equal weighting. Each paper is 2 hours long. Each section is assessed through a combination of **multiple choice, short answer and extended writing questions**.

		Sections/topics
Paper 1: Introductory Topics in Psychology	Written exam: 2 hours 96 marks in total 33.3% of A level	Section A: Social Influence (24 marks) Section B: Memory (24 marks) Section C: Attachment (24 marks) Section D: Psychopathology (24 marks)
Paper 2: Psychology in Context	Written exam: 2 hours 96 marks in total 33.3% of A level	Section A: Approaches (24 marks) Section B: Biopsychology (24 marks) Section C: Research Methods (48 marks)
Paper 3: Issues and Options in	Written exam: 2 hours	Section A: Issues and Debates (24

Psychology	96 marks in total 33.3% of A level	marks) Section B: One topic from three options: Gender, Relationships or Cognitive and Development. Section C: One topic from three options: Schizophrenia, Stress and Eating Behaviour Section D: One topic from three options: Aggression, Addiction and Forensic Psychology
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Please find below the curriculum map for Psychology. Please note that these are estimated timings, and due to some curriculum interference such as UCAS exams in Year 12, then some topics may overrun into the next half term.

Year 12	Autumn term 1	Social Influence (Paper 1)	<ul style="list-style-type: none"> • 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. • Conformity to social roles as investigated by Zimbardo. • 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. • Explanations of resistance to social influence, including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility. • The role of social influence processes in social change.
	Autumn term 2	Memory (Paper 1)	<ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural.

			<ul style="list-style-type: none"> ● The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. ● Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. ● 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. ●
	Spring term 1	Approaches (Paper 2)	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> ● Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. ● The cognitive approach: 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. ● The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. ● The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.

			<ul style="list-style-type: none"> ● Humanistic Psychology: 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. ● Comparison of approaches.
Spring term 2	Attachment (Paper 1)		<ul style="list-style-type: none"> ● Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. ● Animal studies of attachment: Lorenz and Harlow. ● Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. ● Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. ● Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. ● The influence of early attachment on childhood and adult relationships, including the role of an internal working model.
Summer term 1	Biopsychology (Paper 2)		<ul style="list-style-type: none"> ● The divisions of the nervous system: central and peripheral (somatic and autonomic). ● The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. ● The function of the endocrine system: glands and hormones. ● The fight or flight response including the role of adrenaline. ● Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain

			<p>research.</p> <p>Plasticity and functional recovery of the brain after trauma.</p> <ul style="list-style-type: none"> ● Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. ● 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.
	Summer term 2	Psychopathology (Paper 1)	<ul style="list-style-type: none"> ● Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. ● The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). ● 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. ● 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. ● The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.
Year 13	Autumn term 1	Issues and debates (Paper 3)	<ul style="list-style-type: none"> ● Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. ● Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on

			<p>causal explanations.</p> <ul style="list-style-type: none"> ● The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. ● Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. ● Idiographic and nomothetic approaches to psychological investigation. ● Ethical implications of research studies and theory, including reference to social sensitivity.
	Autumn term 2	Schizophrenia (Paper 3)	<ul style="list-style-type: none"> ● 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. ● Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. ● Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. ● Drug therapy: typical and atypical antipsychotics. ● Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. ● The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.
	Spring term 1	Forensic Psychology (Paper 3)	<ul style="list-style-type: none"> ● Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology;

			<p>geographical profiling.</p> <ul style="list-style-type: none"> ● Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. ● 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. ● 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.
	Spring term 2	Gender (Paper 3)	<ul style="list-style-type: none"> ● Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory. ● The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. ● Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory. ● Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. ● Social learning theory as applied to gender development. The influence of culture and media on gender roles. ● Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.
	Summer term 1	Revision/exams	

Research Methods

Additionally, from the start of Year 12, one lesson per week will be dedicated to **Research Methods**. This is the foundational understanding of scientific research processes when working with human participants, and is integral to the understanding of psychology.

Research methods covers a range of different processes, as well as the interpretation of data using inferential statistical testing. Studying it throughout the course rather than as a stand-alone topic means that students can constantly apply new knowledge of research methods processes to the topic content that they are covering that week. All research methods questions are AO2 (application), and success in these types of questions comes through plenty of practice. Learning it throughout the two years therefore provides ample opportunity for practice.

As well as a 48 mark section on Research Methods in Paper 2, research methods questions will appear across all three papers, embedded within the topic sections.

Below is the list of content for Research Methods that you will cover over the two years.

4.2.3 Research methods

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.

- Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.
- Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.
- Self-report techniques. Questionnaires; interviews, structured and unstructured.
- Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.
- Content analysis.
- Case studies.

4.2.3.1 Scientific processes

- Aims: stating aims, the difference between aims and hypotheses.
- Hypotheses: directional and non-directional.
- Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Pilot studies and the aims of piloting.
- Experimental designs: repeated measures, independent groups, matched pairs.
- Observational design: behavioural categories; event sampling; time sampling.
- Questionnaire construction, including use of open and closed questions; design of interviews.
- Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.

- Control: random allocation and counterbalancing, randomisation and standardisation.
- Demand characteristics and investigator effects.
- 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.
- The role of peer review in the scientific process.
- The implications of psychological research for the economy.
- Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.
- Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.
- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.
- Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.

4.2.3.2 Data handling and analysis

- Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.
- Primary and secondary data, including meta-analysis.
- 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.
- Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms.
- Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.
- Analysis and interpretation of correlation, including correlation coefficients.
- Levels of measurement: nominal, ordinal and interval.
- Content analysis and coding. Thematic analysis.

4.2.3.3 Inferential testing

Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.

- Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.
- Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.
- 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.

Marking and assessment

Mrs Watkin will set regular timed assessments to be marked and returned. These will typically be 8 or 18 mark essays, but may occasionally be a different format which reflects the style of the examination. All marked work will be returned with written and verbal feedback, and opportunities to make improvements will be given in class. End of topic tests will also be given at the end of every sub-topic (E.g., Social Influence, Memory, etc)

Outcomes from these timed assessments will be used to form judgements for the Progress Reviews against the ATGs, and at the end of Year 12 the UCAS Exams will be used to form the Predicted Grade. However, classwork will also be taken into account when forming the UCAS Predicted Grade.

Sanctions and rewards

Failure to complete homework will result in having to do complete the homework with Mrs Watkin in the Sixth Form Office during the next lunchtime.

If this persists, parents will be contacted and a plan will be formulated regarding the monitoring of homework.

Closing the gap

Students are encouraged to seek support from Mrs Watkin should they not understand a concept, have missed key learning due to absence, or are struggling to meet their ATG. Support can be provided during lunchtimes and Independent Study periods. However, this should only be sought once the student has attempted to understand the problem on their own. They can do this using the textbook or various online resources.

Gifted and talented students

Students with a flair for Psychology will be encouraged to go beyond the specification, and seek information from a variety of sources, including academic journals. They are also expected to engage in super-curricular activities.

Equality, Diversity & Inclusion

The Issues and Debates topic in Psychology allows for students to analyse psychological research in regards to gender and culture bias. Any issues regarding equality, diversity and inclusion which are related to the specification are discussed tactfully and with caveats given when a claim made by a psychologist is seen to be controversial (for example, the gender bias stated by Freud).

If any student feels there has been any issue of inequality within the lesson that was not picked up, then they must come and speak to Mrs Watkin.

British Values and Spiritual, Moral, Social and Cultural education

Psychology allows students to develop a broad understanding of human behaviour, and how biology can interact with social and cultural factors. It also allows students to understand that there are cultural variations in regards to behaviour. Students are not required to give their opinions on such matters, but to present the evidence regarding cross-cultural behaviour differences. Students also learn how perceptions of mental health can differ cross-culturally, and can be particularly problematic for immigrants in regards to over diagnosis of issues such as schizophrenia. This can improve awareness of issues surrounding the diagnosis of mental health in the UK.