

Curriculum Intent Statement for Psychology

At Chase Terrace Technology College we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Psychology we aspire for our students to achieve to the best of their capabilities as a result of high departmental standards. Students are given the opportunity to gain insight into their own behaviour and the behaviour of those around them, creating a basis for more positive interpersonal relationships. The curriculum includes detailed exploration of mental health disorders such as depression and OCD, equipping students with the knowledge required to manage their own mental health, as well as understanding and supporting the needs of other people.

Curriculum Implementation Plan

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 12	<p>Research methods DH: Experimental methods SC: Non-experimental methods</p> <p><i>Resources: Exercise book and work booklet plus accompanying PowerPoints, sheets and activities.</i></p> <p><i>Assessed by two</i></p>	<p>Memory Taught by DH</p> <p>Attachment Taught by SC</p> <p><i>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</i></p>	<p>Memory and Attachment continued for first half of term 2.1 followed by:</p> <p>Approaches Taught by DH Career link- TES- forensic psychology</p> <p>Social Influence Taught by SC</p> <p><i>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</i></p> <p><i>Assessed by either an</i></p>	<p>Approaches and Social Influence continued for the first half of this term followed by:</p> <p>Psychopathology Introduction, phobias and depression taught by DH OCD taught by SC Career link- clinical psychology</p> <p><i>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</i></p> <p><i>Assessed by either an</i></p>	<p>Biopsychology AS content covered by SC A2 content taught by both DH and SC</p> <p><i>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</i></p>	<p>Biopsychology continued by both DH and SC</p> <p><i>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</i></p>

	concept tests and a mini- mock exam TBC (see assessment overview)	Assessed by a peer-marked mini-paper for each unit and either an essay or short-mark question equivalent (see assessment overview).	essay or short-mark question equivalent for each unit (see assessment overview).	essay or short-mark question equivalent for each unit (see assessment overview).	Assessed by multi-topic mock exam TBC (see assessment overview).	Assessed by either an essay or short-mark question equivalent for each unit (see assessment overview).
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	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 13	<p>Issues and debates DH: Gender bias, free-will vs. determinism, holism vs. reductionism, idiographic vs. nomothetic approach. SC: Culture bias in psychology, the nature-nurture debate</p> <p>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</p> <p>Assessed by an essay or short-mark question equivalent (see</p>	<p>Relationships DH: evolutionary explanations of partner preference, theories of romantic relationships (Social Exchange Theory and Equity Theory) virtual relationships, parasocial relationships. SC: Theories of romantic relationships (Rusbult's investment model and Duck's phase model of breakdown), factors affecting attraction in romantic relationships).</p> <p>Career link-counselling psychology</p>	<p>Eating behaviour taught by DH</p> <p>Addiction taught by SC</p> <p>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</p> <p>Assessed by either an essay or short-mark question equivalent for each unit (see assessment overview).</p>	<p>Eating behaviour and addiction continued</p> <p>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</p> <p>Assessed by either an essay or short-mark question equivalent for each unit (see assessment overview).</p>	<p>Research methods-Y13 content DH: Experimental methods SC: non-experimental methods</p> <p>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</p> <p>Assessed by Short-mark mini-papers set by each member of staff</p>	

	assessment overview).	<p>Resources: Booklet in place for each unit plus accompanying PowerPoints, sheets and activities.</p> <p>Assessed by an essay or short-mark question equivalent (see assessment overview).</p>				
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Reading, oracy, literacy and numeracy	Formative assessment	Summative assessment
<p>Reading: The department implements the school policy of incorporating reading time into lessons, including newspaper and journal articles, true / false activities and exemplar responses. Homework takes the form of extra reading to introduce, extend or consolidate topics covered in lessons. This applies in particular to summer bridging activities and to exploring the ‘origins of psychology’ at the beginning of the course (and again when covering the approaches topic).</p> <p>Oracy: The department utilises ‘no hands up’ questioning when asking students to respond to ‘rewind and review’ activities at the start of / during lessons. A ‘respond’ logo has also been created as a visual prompt that students should be sharing ideas with their peers during certain tasks / activities. Students are encouraged to offer their views and opinions on key topics and debates within psychology.</p> <p>Literacy: The rigorous assessment policy in psychology ensures that students have continued opportunities to develop their literacy skills. Work is marked / assessed in</p>	<p>The following are regular lesson features:</p> <ul style="list-style-type: none"> ● The ‘rewind and review’ technique. ● Whole class questioning, discussion and feedback. ● Low stakes quizzes, particularly through the use of Quizlet. ● Peer assessment opportunities. ● Analysing exemplar responses. ● Practice exam questions that relate to all topic areas. ● Self-assessment including re-drafting / improving answers. 	<ul style="list-style-type: none"> ● Concept tests in research methods. ● End / mid topic essay questions. ● 16 mark mini papers. ● ‘Mini-mock’ exam papers. ● Multi-topic mock exams.

a way that spelling / grammatical mistakes are highlighted, particularly with regard to the spelling of key-terms. Students are encouraged to act upon / rectify mistakes when making improvements to their work.

Numeracy: Students are required to understand and apply a range of mathematical knowledge throughout the course. This is achieved by reviewing existing mathematical knowledge / skill at the beginning of research methods delivery (where relevant), and by continual review and assessment of this content.

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