

## Year 11 Psychology Curriculum Plan (Edexcel)

Unit	Core		Hinterland		Justification: Topic choice & sequencing	Assessment	Whole Education Opportunities
	Key components	Disciplinary Knowledge	Knowledge	Skills			
<b>Research Methods</b> (Sept-Dec)	<ul style="list-style-type: none"> <li>Identify IVs, DVs and extraneous variables (situational and participant)</li> <li>Understand the influence of extraneous variables and ways to control them (standardised procedure, counterbalancing, randomisation, single- and double-blind techniques)</li> <li>Be able to write null and alternative hypotheses</li> <li>Describe and evaluate sampling techniques (random, stratified, volunteer, opportunity)</li> <li>Describe and evaluate experimental designs (independent measures repeated measures, matched pairs)</li> <li>Understand the reliability and validity of sampling techniques, experimental designs and qualitative and quantitative data</li> <li>Explain ethical issues with research</li> <li>Describe and evaluate the following research methods: lab, field, natural experiments, interviews, questionnaires, correlations, case studies, observations</li> <li>Recognise and use expressions in decimal and standard form, estimate results and use the significant figures</li> <li>Be able to calculate mean, median, mode, ratios, fractions, percentages, range and normal distributions</li> <li>To be able to draw and interpret: frequency tables, bar charts, histograms, scatter diagrams</li> <li>Explain the difference between qualitative and quantitative data</li> <li>Explain the difference between primary and secondary data</li> </ul>	<ul style="list-style-type: none"> <li>Drawing graphs</li> <li>Interpreting graphs</li> <li>Interpreting data</li> <li>Drawing conclusions from data in tables and graphs</li> <li>Application of knowledge to new scenarios</li> <li>12 mark essays</li> </ul>	<ul style="list-style-type: none"> <li>Linking to previous studies learnt in across the course – good chance for revision</li> <li>Chance to design and conduct your own studies</li> </ul>	<ul style="list-style-type: none"> <li>Designing research</li> <li>Conducting research</li> <li>Data analysis</li> <li>Making revision resources</li> </ul>	<p>This is a compulsory topic that all students have to learn in psychology.</p> <p>We teach this topic last because it gives and opportunity to revise the studies that have been learnt across the whole course. Additionally, students find this topic easier if they have some contextual knowledge of psychology to apply the key concepts to.</p>	<ul style="list-style-type: none"> <li>Teacher questioning during lesson</li> <li>Retrieval practice activities (starters and plenaries)</li> <li>Book work</li> <li>PR1, 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>SMSC – discussion of ethics surrounding research</li> <li>Metacognition – opportunity to go over old content and check understanding.</li> <li>Cross curricular links – some of the content here is covered in GCSE maths</li> </ul>
<b>Revision of Content</b> (Jan-May)	<p>Revision booklets provided for the following topics:</p> <p>Paper 1</p> <ul style="list-style-type: none"> <li>Development</li> <li>Memory</li> <li>Psychological Problems</li> <li>The Brain</li> <li>Social Influence</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>Criminal Psychology</li> <li>Sleep and Dreaming</li> </ul> <p>These are used in lessons and contain glossaries, notes and exam questions. No new content is learnt here</p>	<ul style="list-style-type: none"> <li>Note taking</li> <li>Revision strategies</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<p>This is a revision topic that we have designed to help prepare students for the exam.</p> <p>This can be flexible to last as much time as we have once research methods is finished. Both these areas are covered in tandem to each other.</p>	<ul style="list-style-type: none"> <li>Teacher questioning during lessons</li> <li>Revision booklets</li> <li>Exam questions completed in lessons and for homework</li> <li>PR3</li> </ul>	<ul style="list-style-type: none"> <li>Metacognition – discuss study skills and most effective ways to revise in psychology.</li> <li>Teacher modelling when looking at exam technique.</li> <li>Lots of retrieval practice activities to get them thinking about content from before.</li> </ul>
<b>Revision of Exam Skills</b> (Jan- May)	<p>How to answer the following types of exam questions:</p> <ul style="list-style-type: none"> <li>Evaluating a theory</li> <li>Evaluating a study (PEE)</li> <li>Application questions</li> <li>Conclusion questions</li> <li>'Difference' questions</li> <li>9 mark essays</li> <li>12 mark essays</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation</li> <li>Application</li> <li>Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>			

## Curriculum End Point

By the end of Year 11 students will have developed the following:

<b><u>Core knowledge</u></b>	Building upon all previous content by applying all the content to the different research methods.  Revision of all prior content covered. Start with year 9 topics and work through the more challenging.
<b><u>Disciplinary knowledge</u></b>	<b>Confidently able to “think like a psychologist”</b> <ul style="list-style-type: none"><li>- Describe theories and studies using the exam board information (APRC)</li><li>- A confident ability to evaluate studies using acronyms.</li><li>- A confident ability to evaluate theories.</li><li>- A confident ability to apply theories and studies to unseen scenarios.</li><li>- A firm understanding of what it means to be “ethical”</li><li>- A firm understanding of how to analyse data in psychology.</li></ul> A firm understanding of how psychologists collect data through the different research methods.
<b><u>Exam technique</u></b>	Fully developed ability to answer short answer questions using AO1, AO2 and AO3. Fully developed extended response technique (9 and 12 markers).  An excellent understanding of the different assessment objectives in psychology and how they are used in different questions.
<b><u>Cross curricular links</u></b>	Cross-curricular links to science in research methods topics (lab experiments) and to geography (field experiments), and to maths (research methods)
<b><u>Careers</u></b>	Aspiration to careers within researching psychology in an academic context.
<b><u>A4L</u></b>	Preliminary assessment on research methods for PR1 depending on the date. PPE will be full Paper 1 and 2 as by Christmas everything will be covered. All future assessment will be in class exam questions and testing in timed conditions.