

Year 13 Psychology Curriculum Plan (Edexcel)

Students have 2 teachers in A-Level psychology so they will have two topics taught alongside each other.

Unit	Core		Hinterland		Justification: Topic choice & sequencing	Assessment	Whole Education Opportunities
	Key components	Disciplinary Knowledge	Knowledge	Skills			
Paper 2: Clinical Psychology (Sept-Dec)	<ul style="list-style-type: none"> Describe the symptoms and features of schizophrenia Describe and evaluate the role of neurotransmitters in Schizophrenia Describe and evaluate the role of genes in schizophrenia Describe and evaluate the role of social class in schizophrenia Describe and evaluate two treatments for schizophrenia (drugs and family therapy) Describe the symptoms and features of depression Describe and evaluate the role of neurotransmitters in depression Describe and evaluate the cognitive explanation of depression Describe and evaluate two treatments for depression (drugs and CBT) Describe and evaluate two contemporary studies (Carlsson and Williams) Describe and evaluate one practical investigation looking at a content analysis between two films Discuss one key question relevant to clinical psychology 	<ul style="list-style-type: none"> Evaluating theories Evaluating studies Application Comparisons Essay writing in timed conditions 20 mark essays 	<ul style="list-style-type: none"> TED talks of people with schizophrenia Places to go for help if worried about mental health Mental health films 	<ul style="list-style-type: none"> Film analysis Creativity Revision skills 	<p>This is a compulsory topic which is the largest topic in Paper 2. We have an option of one mental disorder to teach and we teach depression as it is one of the most common mental health disorders and therefore we feel it is important students have an understanding of it as they are likely to come across it in some point in their life.</p> <p>We wait until year 13 to teach this topic as it follows on from knowledge that is needed in Biological Psychology (Y12) and is more difficult than topics covered in Y12.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR1 PR2 PR3 	<ul style="list-style-type: none"> SMSC – examine the ethics of treatments for mental health disorders SMSC – look at the role that social factors can have on developing mental health problems Metacognition – opportunities to use retrieval practice and reflect on learning using PLCs
Paper 2: Child Psychology (Sept-Dec)	<ul style="list-style-type: none"> Describe and evaluate research into day care Describe the symptoms and features of autism Describe and evaluate one biological explanation for autism Describe and evaluate one other explanation for autism Describe and evaluate therapies for helping children with autism Describe and evaluate the following research methods in relation to child psychology: Observations, Questionnaires, Interviews, cross cultural research, meta-analysis Discuss the ethics of researching children, including children's rights and the UNCRC (1989) Describe and evaluate one classic study: van IJzendoorn and Kroonenberg (1988) Describe and evaluate one contemporary study Describe and evaluate one practical investigation into child psychology Discuss one key question that is relevant to child psychology 	<ul style="list-style-type: none"> Evaluating theories Evaluating studies Application Comparisons Essay writing in timed conditions 16 mark essays 	<ul style="list-style-type: none"> International adoption ABA Token economies 	<ul style="list-style-type: none"> Interviewing Creativity Revision skills 	<p>This is an optional topic that we choose for Paper 2. We choose Child Psychology as all students can relate to it and it links well with the concept of 'Developmental' psychology that exam boards have running through the spec and is essential for studying Psychology at University.</p> <p>We wait until year 13 to teach this topic as it is an "Application" of Psychology and so is necessary to teach this after they've learned the key theories and research methods for Paper 1.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR1 PR2 PR3 	<ul style="list-style-type: none"> SMSC – discussion around using children in research and the UNCRC/children's rights. SMSC – learn about cultural differences in attachment Metacognition – opportunities to use retrieval practice and reflect on learning using PLCs Oracy – Practical investigation involves conducting an interview
Paper 3: Synoptic Paper (Jan -April)	<ul style="list-style-type: none"> Discuss the research methods already covered on the course Describe and evaluate the process of Peer Review Practice analysing quantitative and qualitative data Compare the classic studies from across the course Synoptically review the classic studies in terms of issues and debates Evaluate unseen studies Discuss the 11 Issues and Debates in relation to the whole of the psychology course 	<ul style="list-style-type: none"> Application across the course Contextualising Data analysis Conclusions 8 mark essays 12 mark essays 16 mark essays 20 mark essays 	<ul style="list-style-type: none"> Cyril Burt Film character analysis Changes in psychology over time Strengths of studies Weaknesses of studies 	<ul style="list-style-type: none"> Communication Listening skills Self-regulation 	<p>This is a compulsory topic and is the final and synoptic paper of the course. We teach it at the end of the course as it requires students to draw on everything they have learnt from across the course.</p>	<ul style="list-style-type: none"> Through teacher questioning during lesson Homework, which will mainly be exam questions Folder checks Exam questions answered in class PR3 	<ul style="list-style-type: none"> Oracy – this topic involves class discussions SMSC – we cover socially sensitive research and social control in this topic Metacognition – students make links between topics across the course
Revision (May)	<ul style="list-style-type: none"> Revise key content based on areas of weakness from the cohort. Likely to include: <ul style="list-style-type: none"> Stats tests and standard deviation Comparison questions Linking questions Paper 3 practice Clinical Child Issue and debates 	<ul style="list-style-type: none"> Application Data analysis Exam technique 	NA	NA	<p>This is added in at the end of our course when time permits to cover and revise key areas of difficulty from the cohort.</p>	<ul style="list-style-type: none"> Through teacher questioning Exam questions 	<ul style="list-style-type: none"> Metacognition – revision strategies shared and used e.g. Revision clocks, retrieval practice

Curriculum End Point

By the end of Year 13 students will have developed the following:

<p style="text-align: center;"><u>Core knowledge</u></p>	<p>Students will develop an understanding of the following topics and be able to answer the following questions:</p> <p>Clinical Psychology: How do clinicians diagnose patients with mental health disorders (MHDs)? How do we study clinical psychology and MHDs effectively and respectfully? What is schizophrenia, what are its symptoms, why does it happen and how can we treat it? What is depression, what are its symptoms, why does it happen and how can we treat it?</p> <p>Child Psychology: What is attachment and how does it develop? What are the different types of attachment? What happens when children don't attach at all or are deprived of attachments? What makes effective day care? What is autism, what are its symptoms, why does it happen and how can we support people with it?</p> <p>Issues and Debates/ Synoptic Paper: see below.</p>
<p style="text-align: center;"><u>Disciplinary knowledge</u></p>	<p>Confidently able to "think like a psychologist"</p> <ul style="list-style-type: none"> - Describe theories and studies in detail and to a high level of accuracy (APRC) - A confident ability to evaluate studies and theories using acronyms and issues and debates. - A confident ability to apply theories and studies to unseen scenarios. - A firm understanding of what it means to be "ethical" - A firm understanding of how to analyse data in psychology. - A firm understanding of how psychologists collect data through the different research methods.
<p style="text-align: center;"><u>Exam technique</u></p>	<p>Fully developed ability to answer short answer questions using AO1, AO2 and AO3.</p> <p>Able to answer all four types of extended response questions with confidence and understand which assessment objectives are required for each one.</p> <p>Students will be able to structure issues and debates 8/12 markers using Paper 1 topics and 12/16/20 markers for Paper 3.</p>
<p style="text-align: center;"><u>Issues and Debates</u></p>	<p>Students will be able to confidently explain all the key terms that relate to all the issues and debates. They should be able to give at least 3 fully balanced examples of each issue and debate from across both Paper 1 and Paper 2. They should be able to explain their impact in society.</p> <p>Students will be able to apply all six classic studies from year 12 and 13 to each of the issues and debates in a balanced 16 marker.</p>
<p style="text-align: center;"><u>Careers</u></p>	<p>Aspiration for careers in Paper 2 related fields:</p> <ul style="list-style-type: none"> - Clinical psychology: working in mental health clinics, clinical psychologist, psychiatry (medicine), nursing, care work, social care, mental health nursing, pharmacology, drug treatments/ NHS. - Child psychology: working with children, developmental or educational psychologists, SEND teaching/ teaching assistants, working with children with autism, day care, paediatric nursing.
<p style="text-align: center;"><u>A4L</u></p>	<p>Preliminary assessment on Child and Clinical topics for early PR1. PPE will be full Paper 1 and 2 as by March everything will be covered. Paper 3 will be assessed in lessons/ over Easter homework as done previously. All other assessment will be in class exam questions and testing in timed conditions and feedback in class.</p>