

KS4 Curriculum End Points

	<u>Year 9 Endpoints</u>	<u>Year 10 Endpoints</u>	<u>Year 11 Endpoints</u>
<u>Core knowledge</u>	<p>How to be a better psychologist and learner through the memory topic.</p> <p>Knowledge about how the brain, central nervous system and neurotransmission works which provides a template for year 10 topics.</p> <p>An understanding that everyone is different.</p> <p>An understanding of the motivations for criminal behaviour and how this behaviour can be learned.</p>	<p>Building upon year 9 “Brain” topic to psychological problems and developmental psychology. Application of the knowledge to a different context.</p> <p>A better understanding that everyone is different. Links to mental health.</p> <p>An understanding of how children best learn and develop (built upon the memory topic)</p> <p>An understanding of mental health and how commonly this affects people around us.</p> <p>An understanding of how social factors like conformity and obedience influence everyone around us.</p> <p>An understanding of the importance and factors affecting our sleep.</p>	<p>Building upon all previous content by applying all the content to the different research methods.</p> <p>Revision of all prior content covered. Start with year 9 topics and work through the more challenging.</p>
<u>Disciplinary knowledge</u>	<p>Starting to “think like a psychologist”?</p> <ul style="list-style-type: none"> - Describe theories and studies (APRC) - A basic ability to evaluate theories and studies using acronyms. - A basic ability to apply theories and studies to unseen scenarios. - An understanding of what it means to be “ethical” 	<p>Continuing to “think like a psychologist”</p> <ul style="list-style-type: none"> - Describe theories and studies in more detail (APRC) - A confident ability to evaluate studies using acronyms. - A developing ability to evaluate theories. - A developed ability to apply theories and studies to unseen scenarios. - A better understanding of what it means to be “ethical” <p>A basic understanding of how to analyse data in psychology.</p>	<p>Confidently able to “think like a psychologist”</p> <ul style="list-style-type: none"> - Describe theories and studies using the exam board information (APRC) - A confident ability to evaluate studies using acronyms. - A confident ability to evaluate theories. - 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. <p>A firm understanding of psychologists collect data through the different research methods.</p>
<u>Exam technique</u>	<p>Starting to answer short answer questions using mostly AO1 and AO2. Starting to develop evaluation skills using PEE paragraphs.</p>	<p>Developing ability to answer short answer questions using AO1, AO2 and AO3. Starting to develop extended response answers by the end of the year (9 markers)</p>	<p>Fully developed ability to answer short answer questions using AO1, AO2 and AO3. Fully developed extended response technique (9 and 12 markers).</p> <p>An excellent understanding of the different assessment objectives in psychology and how they are used in different questions.</p>

<u>Cross curricular links</u>	Cross-curricular links to science in the brain topic.	Cross-curricular links to science in psychological problems and development.	Cross-curricular links to science in research methods topics (lab experiments) and to geography (field experiments), and to maths (research methods)
<u>Careers</u>	Aspiration to careers such as forensic psychologist, neuroscientist, psychological researcher.	Aspiration to careers such as working with children, psychiatry, clinical psychology, social workers, army, police force (cont.).	Aspiration to careers within researching psychology in an academic context.
<u>A4L</u>	Assessment will consist of end of unit assessments where appropriate and then at PR points, assessments will be generated to assess based on content covered at that time. Key term quizzes and homework quizzes will also happen.	Assessment will consist of end of unit assessments where appropriate and then at PR points assessments will be generated to assess based on content covered at that time. PPEs will be done at the end of the academic year which will consist of a full Paper 1 and then a modified Paper 2 (without research methods)	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.

KS5 Curriculum End Points

	<u>Year 12 Endpoints</u>	<u>Year 13 Endpoints</u>
<u>Core knowledge</u>	<p>Students will develop an understanding of the following topics and be able to answer the following questions:</p> <p>Social Psychology: why do we obey and in what circumstances? Why are we prejudiced? What individual differences contribute to our levels of obedience and prejudice attitudes? What is self-report data?</p> <p>Cognitive Psychology: what helps us remember and what makes us forget? How is my memory structured? How can I utilise my memory to be a better learner? What are lab experiments and how is quantitative data analysed?</p> <p>Biological Psychology: how does my brain pass messages using neurotransmission? What happens when drugs hijack the CNS? What are the biological causes of aggression? What are brain scans and correlations and how are they analysed?</p> <p>Learning Psychology: how do I learn? How do schools utilise the learning theories to create the best students? How are phobias developed and treated? What are observations and how is qualitative and nominal data analysed?</p> <p>Issues and Debates: see below.</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>
<u>Disciplinary knowledge</u>	<p>Developing "thinking like a psychologist"</p> <ul style="list-style-type: none"> - Describe theories and studies (APRC) - A confident ability to evaluate studies using acronyms. - A developing ability to evaluate theories using acronyms. - A developing ability to apply theories and studies to unseen scenarios. - An understanding of what it means to be "ethical" - An understanding of how to analyse data in psychology. 	<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 psychologists collect data through the different research methods.
<u>Exam technique</u>	<p>Developing ability to answer short answer questions using AO1, AO2 and AO3. Able to answer "Evaluate" and "Discuss" 8 markers with confidence and developing ability to answer "Assess" and "To What Extent" 8 and 12 markers.</p> <p>Students will be able to structure issues and debates 8/12 markers using Paper 1 topics.</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 describe most of the key terms that relate to all issues and debates. They should be able to give 1-2 examples of each issue and debate from each approach in the course but at this stage these may be imbalanced for the later debates (e.g. social sensitivity, social control, psychology over time).</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 1 related fields:</p> <ul style="list-style-type: none"> - Social Psychology: law, police force, teaching, judicial system, sport. - Cognitive Psychology: research in psychology, care work (dementia). - Biological: drug and rehabilitation therapy, neuroscience, drug development and pharmacology. - Learning: eating disorder treatment, therapists, research. 	<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>Assessment will consist of end of unit assessments where appropriate and then at PR points assessments will be generated to assess based on content covered at that time. PPEs will be done at the end of the academic year which will consist of a full Paper 1 and then a modified "Research methods, key questions and practical's" paper.</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>