

KAA Curriculum Overview		Psychology – GCSE		Year 11	GCSE Exam	Sequencing and Progression				
<p>Rationale</p> <p>Psychology at KAA aims to develop student’s knowledge and understanding of the human mind and its functions. Students at KAA enjoy a wide range of topics from scientific research, how the brain and mind works, how we are influenced by others and learn to conform. Students explore a wide range of topics and learn to apply these explanations within real examples. Students are taught to use subject specific knowledge to construct well informed and balanced arguments with logical chains of reasoning. Students engage with a plethora of shorter answer questions demonstrating understanding and mathematical skill, alongside logically constructed extended answers.</p> <p>Psychology seeks causal, scientific explanations for human thought and behaviour so that we can create positive, compassionate people who understand, rather than condemn the behaviour of others. The Y11 curriculum will develop students' knowledge further to aid them in understanding themselves and others around them, to inform their responses to human behaviour.</p>					<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>AQA – Psychology GCSE Paper 1: Cognition and Behaviour</p> <ul style="list-style-type: none"> • Memory • Perception • Development • Research methods <p>Paper2: Social context and behaviour</p> <ul style="list-style-type: none"> • Social influence • Language, thought and communication • Brain and Neuropsychology • Psychological problems <p>Both papers contain a combination of the following types of question:</p> <ul style="list-style-type: none"> • Multiple-choice • Short answer written • Essay (9 marks maximum) • Mathematical <p>Previous exam papers can be found here.</p>		<p><i>How does this year build on what they’ve learnt last year?</i></p> <p>Students have covered the following topics in Y10:</p> <ul style="list-style-type: none"> • Brain and neuropsychology • Research methods • Memory • Social influence <p>Y11 topics will build on some of the prior knowledge, in particular research methods which can apply to all topics. Y10 skills in outline, application and evaluation will continue to apply to all Y11 topics.</p>		<p><i>How will it benefit them as they move forward next year?</i></p>	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2				
Link to MTP Overview	Development - Topic Booklet	Language, thought and communication - Topic Booklet	Psychological problems - Topic Booklet	Perception - Topic Booklet	-					
Topic studied	Development	Language, thought and communication	Psychological problems	Perception	Revision	OFFICIAL GCSE EXAMS				
Adjustments following last assessments / evaluation.	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills • Knowledge focus and key terms 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills • Research methods embedded questions 					

<p>Key knowledge and skills students need to have gained by the end of the unit</p>	<ul style="list-style-type: none"> • Early brain development in the womb; brain stem, thalamus, cerebellum and cortex. • Roles of Nature and Nurture • Piaget’s theory of Cognitive development; Schema, assimilation and accommodation • <i>[Conservation – The Naughty Teddy study my Mc gargle and Donaldson]</i> • <i>[Egocentricity; the Policeman Doll study by Hughes.]</i> • The four stages of development; sensorimotor, pre-operational, concrete operational and formal operational. • Application of these stages of Piaget’s theory to education. • Dweck’s mindset theory – Fixed and growth mindsets • The role of praise and self-efficacy beliefs in learning • Learning styles – Verbalisers and Visualisers • [Willingham’s learning theory and his criticism of learning styles.] <p>Key Skills:</p> <ul style="list-style-type: none"> • Essay practice • Application questions • Evaluative paragraphs 	<ul style="list-style-type: none"> • The possible relationship between language and thought: Piaget theory vs Sapir – Whorf hypothesis. • Variation in recall of events and recognition of colours, e.g. in Native American cultures. • <i>[Von Frisch’s bee study]</i> • Human vs. Animal communication • Non-Verbal communication – Definitions • Functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion. • Body language including open and closed posture, postural echo and touch. • Personal space including cultural, status and gender differences. • Explanations of non-verbal behaviour: Darwin’s evolutionary theory of non-verbal communication as evolved and adaptive. • Evidence that non-verbal behaviour is innate, e.g., in neonates and the sensory deprived. • <i>[Evidence that non-verbal behaviour is learned. Yuki’s study of emoticons]</i> <p>Key Skills:</p> <ul style="list-style-type: none"> • Essay practice • Recap development knowledge • Application • Evaluation 	<ul style="list-style-type: none"> • An introduction to mental health: • Individual effects, eg damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing. • Social effects, eg need for more social care, increased crime rates, implications for the economy. • Characteristics of mental health, e.g. positive engagement with society, effective coping with challenges. • Characteristics and diagnosing depression – the use of the ICD. • Biological explanations of depression (influence of nature, imbalance of neurotransmitters e.g. serotonin in the brain. • Psychological explanations of depression: cognitive approach • Antidepressant medication treatment for depression • CBT – Treatment for depression • <i>[Improvement of mental health, reductionist and holistic perspectives. Wiles’ study of the effectiveness of CBT]</i> • Characteristics and diagnosis of addiction • Biological explanation (influence of nature): hereditary factors/genetic vulnerability. <i>[Kaij’s twin study of alcohol abuse].</i> • Psychological explanation (influence of nurture): Peer influence. • Aversion therapy. • Self-management programmes, e.g. self-help groups, 12 step recovery programmes. • How these improve mental health, reductionist and holistic perspectives. <p>Key Skills:</p> <ul style="list-style-type: none"> • Research methods 	<ul style="list-style-type: none"> • The difference between sensation and perception • Monocular depth cues • Binocular depth cues • Visual illusions • Gregory’s constructivist theory: Perception uses inferences from visual cues and past experience to construct a model of reality. • Gibsons direct theory of perception • Factors affecting perception: Motivation [The Gilchrist and Nesberg study of motivation] • Factors affecting perception: Expectation [Bruner and Minturn study of perceptual set.] • Factors affecting perception: culture • Factors affecting perception: emotion <p>Key Skills:</p> <ul style="list-style-type: none"> • Research methods embedded questions • Essay practice • Application • Evaluation 	<p>All topics revisited with a focus on exam technique:</p> <ul style="list-style-type: none"> • <i>Memory</i> • <i>Perception</i> • <i>Development</i> • <i>Research methods</i> • <i>Brain and neuropsychology</i> • <i>Research methods</i> • <i>Memory</i> • <i>Social influence</i> 	
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			<p>embedded questions</p> <ul style="list-style-type: none">• Essay practice• Application• Evaluation			
<p>How is understanding assessed at the end of the unit?</p>	<p>End of topic assessment</p>	<p>Mock Exams</p>	<p>End of topic assessment</p>	<p>Mock Exams</p>	<p>End of topic assessment</p>	