

KAA Curriculum Overview		Psychology	Year 13 (T2)	EOY Exam	Sequencing and Progression	
<p>Rationale</p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></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 the brain and biopsychology, addiction as well as key issues and debates that exist across psychology topics. 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>The content for this year is focused on exploring the brain and biopsychology, theories and models in how people become addicted and key synoptic issues and debates across all the different psychology topics covered in Y2 As and 13 A2 psychology topics. This year will enable students to think about how the brain works, how people become addicted, and what key issues and debates exist in psychological research, and how future research can improve upon this. These topics build on students’ skills as there is more emphasis on AO3, being able to evaluate these topics rather than knowledge while students at A Level will consider, and respond to, questions focusing on the justification of these different explanations.</p>				<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>Paper 1: Introductory Topics in Psychology Paper 2: Psychology in context Paper 3: Issues and Options in Psychology</p> <p>AO1- knowledge (outline, describe) AO2- apply AO3- evaluate/ discuss</p> <p>Multiple choice, short answer and extended writing questions, 2 – 16marks.</p> <p>Exam papers can be found here</p>	<p><i>How does this year build on what they’ve learnt last year?</i></p> <p><i>This year builds upon previous learning from Y12</i> <i>Biopsychology- will draw upon Y12 approaches and As biopsych</i> <i>Addiction- Y12 approaches and As biopsych</i> <i>Issues and debates- all topics and research covered in Y12.</i></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	Biopsychology - Topic Booklet	Addiction - Topic Booklet	Issues & Debates - Topic Booklet			
Topic studied & Fertile Question	Biopsychology	Addiction	Issues & Debates	Revision	Revision	OFFICIAL EXAMINATIONS
Adjustments following last assessments / evaluation.	<p>Online pre reading homework quiz 3 times per week in prep for lesson – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> Exam question every 2 weeks, may vary from short answer (AO1, 2, 3) or essay 	<p>Online pre reading homework quiz 3 times per week in prep for lesson – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> Exam question every 2 weeks, may vary from short answer (AO1, 2, 3) or essay 	<p>Online pre reading homework quiz 3 times per week in prep for lesson – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> Exam question every 2 weeks, may vary from short answer (AO1, 2, 3) or essay 			
Key knowledge and skills students need to have gained by the end of the unit	<ul style="list-style-type: none"> Revision of the Nervous system and endocrine systems (AS) Revision of Synaptic transmission (AS) Localisation of function in the brain Localisation of function in the brain – evaluation Plasticity & Functional recovery Plasticity & functional recovery – evaluation Split Brain research 	<ul style="list-style-type: none"> What is addiction? Risk factors Evaluating risk factors Dopamine: reward pathways Nicotine and brain chemistry P1 Nicotine and brain chemistry P2 Evaluating neurochemical explanations of nicotine addiction Learning theory and nicotine 	<ul style="list-style-type: none"> Essay writing in issues and debates Gender Bias P1 Gender Bias P2 Free Will & Determinism Nature vs. Nurture Holism & Reductionism Idiographic & nomothetic Ethical implications 			

	<ul style="list-style-type: none"> ● Split Brain research – evaluation ● Brain Scanning techniques ● Brain Scanning techniques – evaluation ● Circadian rhythms ● Circadian rhythms – evaluation ● Infradian rhythms ● Infradian rhythms ● Ultradian rhythms ● Endogenous pacemakers & Exogenous Zeitgebers 1 ● Endogenous pacemakers & Exogenous Zeitgebers 2 <p>Key skills:</p> <ul style="list-style-type: none"> - Essay practice - STEM questions/ Application - Extended Vs. Short answer questions - Exam practice - Key vocabulary - Evaluation 	<ul style="list-style-type: none"> ● Learning theory and nicotine – evaluation ● Learning theory and gambling ● Learning theory and gambling – evaluation ● Cognitive explanations of gambling ● Cognitive explanations of gambling – evaluation ● Drug therapy ● Drug therapy – evaluation ● Behavioural therapies ● Behavioural therapies – evaluation ● CBT ● CBT: Evaluation for addiction ● The theory of planned behaviour ● Evaluating TPB ● Prochaska’s 6 stage model ● Prochaska’s 6 stage model – evaluation <p>Key skills:</p> <ul style="list-style-type: none"> - Essay practice - STEM questions/ Application - Extended Vs. Short answer questions - Exam practice - Key vocabulary - Evaluation 				
How is understanding assessed at the end of the unit?	Summative assessment - AP4	End of topic assessment	Summative assessment - AP5	Summative assessment - AP6	End of topic assessment	A LEVEL EXAM