



PLUME ACADEMY - LEARNING OVERVIEW

Year	10
Course	Psychology
Specification Number/Exam Board	8182 AQA
End of course assessment and weightings	Examination takes place at the end of Yr11. Paper 1: Cognition & Behaviour - 1hr 45min (50% of GCSE) Paper 2: Social Context & Behaviour - 1hr 45min (50% of GCSE)

Prior Learning

Whilst Psychology is not studied at Key Stage three, the planned curriculum provides the opportunity for students to develop their literacy and numeracy skills in new context, it also contains elements of human biology. A good command of English and sound writing skills are necessary to access the Psychology course.

Curriculum Intent – What are the curriculum aims?

Learners develop knowledge and understanding of 8 different areas in Psychology. The course is a comprehensive and engaging introduction to Psychology. Learners study a range of different theories within in each area and learn about Psychological research studies that investigate the human mind and behaviour. They also learn to apply and to evaluate psychological theories, research methods and ethical issues in relation to the core topics. They develop sound understanding of Psychology as a discipline and the main Psychological approaches to studying human behaviour. They learn how to evaluate Psychological theories and research methods and develop critical analysis, independent thinking and research skills.

Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	Memory: Theories and factors affecting the accuracy of memory
	Half Term 2	Perception: Theories of perception, explanations for illusions and factors affecting perception.
Term 2	Half Term 3	Development: Piaget's theories on cognitive development
	Half Term 4	Mock examination preparation: revision and skills application
Term 3	Half Term 5	Research Methods: The process of psychological investigations.
	Half Term 6	Brain & neuropsychology: The structure and function of the brain, neurons and the nervous system.

Curriculum Impact – How will progress be assessed as I learn?

- *Mid and end of topic summative assessments.*
- *Marking of homework/written assessments is carried out on a regular basis in line with the College marking policy.*



- *Regular peer and self-marking.*

Super-Curricular Opportunities – Support and Extending Learning

Useful study resources	If a student is really passionate about this subject...	As a parent/carer, I can assist my child in this subject by:
Revision Guide AQA Psychology for GCSE by C. Flanagan ISBN 978-1911208068 Revision websites (see below)	There are many free online Psychology courses that students can complete. The Psychology websites below are great to explore the latest research in Psychology. The Ted talks series in Youtube includes a Psychology channel with interesting talks by prominent Psychologists.	Encourage your child to regularly read their Psychology textbook. Encourage your child to complete the homework tasks they are set by their Psychology teachers to a high standard, asking them to show you their finished work.

Key Links:

Revision websites:

<https://learndojo.org/gcse/aqa-psychology/>

<https://tuxfordpsychology91.wordpress.com/welcome-to-gcse-psychology-9-1/>

Free Online Psychology courses:

www.futurelearn.com/courses

www.open.edu/openlearn/education/free-courses

Psychology websites

<https://thepsychologist.bps.org.uk/reviews>

<https://digest.bps.org.uk/>

<https://www.psychologytoday.com/gb>

Recall and E-Revision

Students have log in details to access a digital version of the textbook to practice recall:

AQA Psychology for GCSE, digital textbook:

<https://www.illuminate.digital/aqapsychgcse/>

Students can also use Seneca Learning to revise and recall curriculum content in Psychology:

<https://app.senecalearning.com/classroom/course/4f8a423d-7b18-4cac-bbe0-b018864fae42/section/de998f8a-1007-4747-b9d9-d13c901c5d71/session>



Subject Specific Key Terminology

Analyse	Separate information into components and identify their characteristics.
Compare	Identify similarities and/or differences.
Describe	Give an account of.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Evaluate	Judge from available evidence.
Explain	Set out purposes or reasons
Outline	Set out main characteristics.
Name	Identify using a recognised technical term.
Justify	Support a case with evidence.
Operationalising variables	This means clearly describing the variables (IV and DV) in terms of how they will be manipulated (IV) or measured (DV).
Reliability	Whether something is consistent. In the case of a study, whether it is replicable.
Validity	Whether something is true – measures what it sets out to measure.
Control group	A group that is treated normally and gives us a measure of how people behave when they are not exposed to the experimental treatment (e.g. allowed to sleep normally).
External validity	Whether it is possible to generalise the results beyond the experimental setting.
Internal validity	In relation to experiments, whether the results were due to the manipulation of the IV rather than other factors such as extraneous variables or demand characteristics.
Extraneous variable	Variables that if not controlled may affect the DV and provide a false impression than an IV has produced changes when it hasn't.