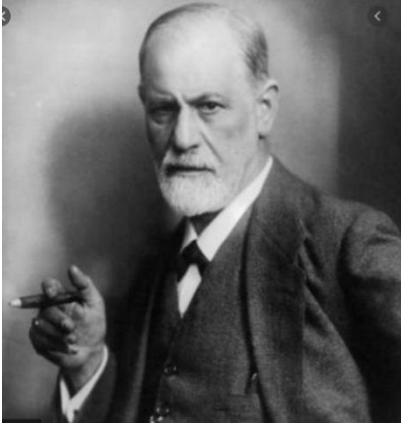
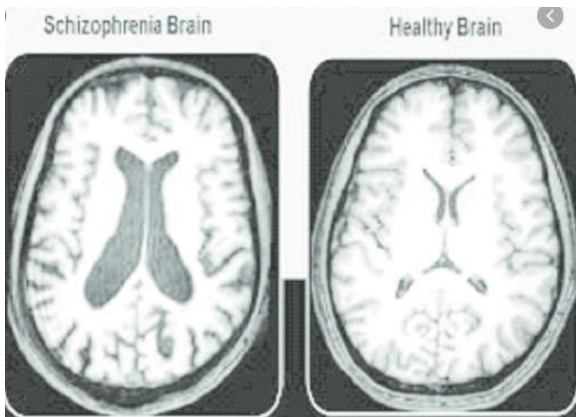
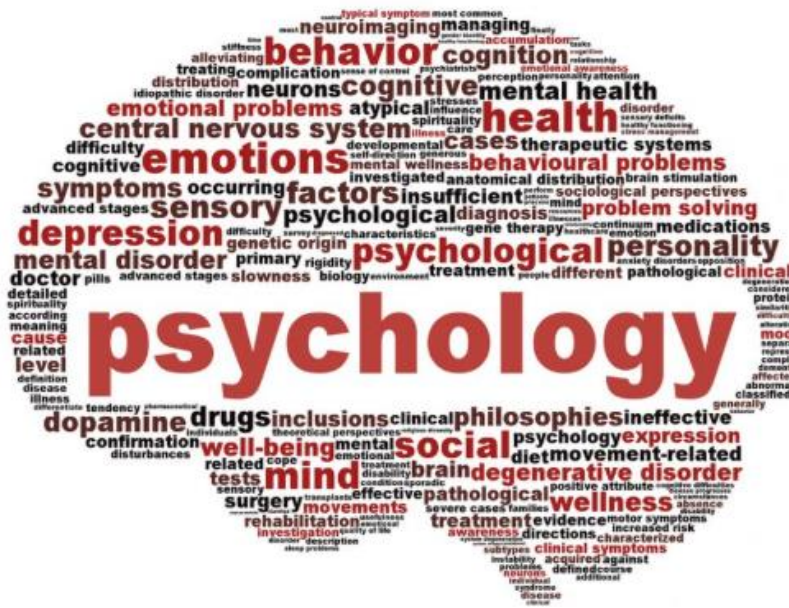




HILLCREST SIXTH FORM



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The Basics

Exam board and course information

WJEC (EDUQAS) A Level Psychology with Component 3 options of Schizophrenia, Addiction and Stress

https://www.eduqas.co.uk/qualifications/psychology-as-a-level/#tab_overview

Equipment

Students of subject are expected to bring the following to every lesson:

- An A4 folder per module, which is to be kept well organised using file dividers
- A4 lined paper to make notes on
- Pen, pencil, highlighter, ruler and a calculator (for Component 2)
- Preferable: a range of colours (felts, fine-liners, pencils or highlighters)

What you can expect in this course

- Interesting lessons
- A range of resources to help you learn effectively and stay organised
- Lots of opportunities to share your ideas and challenge each other
- Independent and group tasks to help you engage with the subject
- Homework tasks which help you to progress
- Excellent exam preparation from an active A Level Psychology and Sociology examiner.

Expectations of all students

- Excellent attendance and punctuality
- A positive attitude and good concentration in lessons
- Turning up fully-equipped to all lessons
- Homework completed on time and to the best of your ability; any homework completed on a computer should be printed by you *before* the lesson unless you are given directions to the contrary.
- Taking on board feedback you are given and using it to improve your work
- Constant review and revision throughout the course

Remember: there is a direct relationship between your effort and your final grade.

In short, we expect 100% commitment. You will be treated like a young adult in lessons and you are expected to behave like one: with maturity, conscientiousness, politeness and common sense.

Subject content

Component One:

Psychology: Past to Present

The purpose of this component is to give a solid grounding in some of the basic core aspects of psychology. The intention therefore is to allow the learner, through the study of classic research, to gain an appreciation that psychology continues to develop and evolve. Learners will be asked to explore contemporary debates using their knowledge and understanding of the five approaches (biological, psychodynamic, behaviourist, cognitive and positive); through these approaches learners will also gain an appreciation of the fields of social and developmental psychology.

For each of the five psychological approaches it will be necessary for learners to:

- know and understand the assumptions
- apply the assumptions to explain a variety of behaviours
- know and understand how the approach can be used in therapy (one therapy per approach)
- know and understand the main components of the therapy
- evaluate the therapy (including its effectiveness and ethical considerations)
- evaluate the approach (including strengths, weaknesses and comparison with the four other approaches)
- know, understand and make judgements on a classic piece of evidence (including methodology, procedures, findings, conclusions, ethical issues and social implications)
- explore both sides of the contemporary debate from a psychological perspective (including the ethical, social and economical implications).

Component Two:

Psychology: Investigating Behaviour

The purpose of this component is for learners to acquire the skills of working scientifically.

Principles of research: The central aspect for this component is that of psychological research, from the initial planning stages through to analysing and evaluating. It is designed to introduce learners to the methodologies used by psychologists and to gain an appreciation of the impact of choices made on the outcomes of the research. Learners should appreciate the limitations of scientific research and when dealing with the complexities of humans as test material, there are several issues which need to be considered. In order to contextualise some aspects of research methods learners are required to consider the methodologies used by both social and developmental psychology

Personal investigations: To ensure true appreciation of the principles of psychological investigation the learners are expected to gain first-hand experience of two research methods. Learners will be required to respond to questions concerning these investigations in the assessment. The two investigations required each year are outlined in Appendix B. Learners are encouraged to use ICT in researching, designing, analysing and presenting their investigation. Learners will be expected to apply their knowledge of research methods to each investigation, including the following aspects: hypotheses; variables; methodology (including experimental design if appropriate); sampling; descriptive statistics; graphical representations; inferential statistics; reliability; validity; ethics.

Application of research methods to a novel scenario: The third aspect of this component is for learners to apply their knowledge and understanding of research methods to novel research scenarios, making judgements on the details of psychological research.

Component Three:

Psychology: Implications in the Real World

Having learnt about the various psychological approaches in Component 1, learners are expected to apply this knowledge and understanding to human/animal behaviours. Learners should be able to explain and draw conclusions about the possible causes of these behaviours and understand that psychology has the potential to impact on society as a whole by developing methods of modifying behaviour. In addition, learners should explore five controversies that continue to pose challenges for psychology. These controversies can be considered synoptically and draw on the content from the whole of the specification.

Applications: Learners must choose to study three from six nominated behaviours. You will study Schizophrenia, Criminal Behaviour and Stress.

For each behaviour it will be necessary for learners to:

- know the characteristics of the behaviour
- know and understand biological, individual differences and social psychological explanations of the behaviours
- evaluate the biological, individual differences and social psychological explanations of the behaviours
- know and understand the methods of modifying the behaviours
- apply the explanations to methods of modifying the behaviours • evaluate the methods of modifying the behaviours (including their effectiveness, ethical implications and social implications).

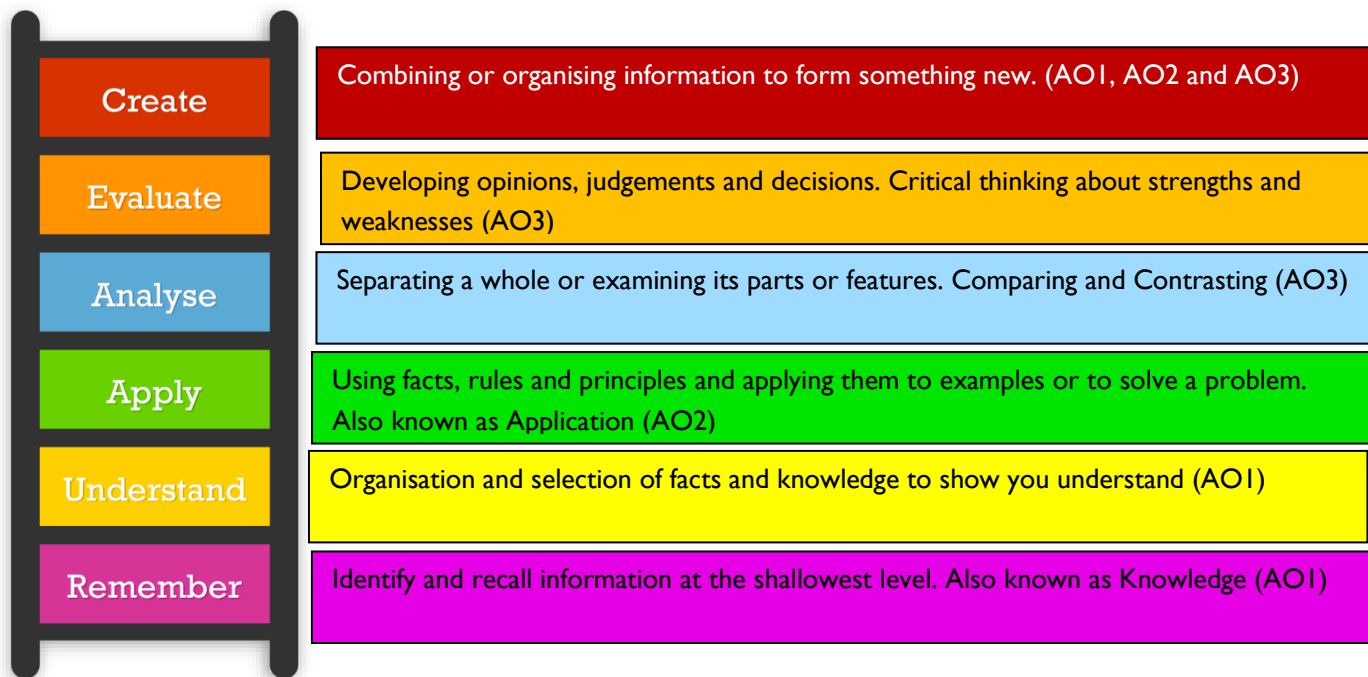
Controversies: For each of the five controversies (Culture bias, Ethical costs of conducting research, Non-Human animals, Scientific status and Sexism) it will be necessary for learners to:

- understand the issue and why it is controversial
- apply knowledge and understanding to controversies in psychology
- make judgements and come to conclusions about the controversies from a psychological perspective.

Study Skills

You can also find detail about study skills in your study skills booklet.

Below are the skills we are going to use to structure our Psychology lessons.



At A Level you are expected to complete independent work to extend your learning. This includes reading, practice exam questions, revision and research tasks.

These tasks will cover all of the above skills, the more challenging a task, the more advanced the skills required and therefore the grade you are working towards.

Exam questions will use the words above as 'command words', which will help you to identify what skills are being tested and should enable you to figure out what Assessment Objectives (AO's – discussed later in the guide) are being examined.

How do I achieve in Psychology?

A – An excellent understanding of Psychology. Key terminology used at all times. Work is structured in a clear, coherent way. Information is applied to a scenario with a high level of understanding, applying previous psychological information to the scenario.

B - A good understanding of Psychology. Key terminology used most of the time. Work is usually structured in a coherent way. Information is applied to a scenario with some level of understanding, applying lots of previous psychological information to the scenario.

C - An average understanding of Psychology. Key terminology is used some of the time. Work is sometimes structured clear in a way. Scenario questions are answered with some reference to previous psychological information.

D - A below average understanding of Psychology. Little key terminology is used. The work has a poor structure. Scenario questions are attempted, but there is little reference to previous psychological information.

E - A inadequate understanding of Psychology. Very little key terminology is used. The work has no clear structure. Scenario questions are rarely attempted and there is no reference to previous psychological information.

How should I revise for Psychology?

Retrieval Practice

This is a learning strategy that aims to pull information from your memory. This usually involves recalling information you have previously studied.

- *Try creating flash cards from your notes*
- *Try regularly quizzing yourself to check your knowledge of a previous topic from a while ago*

Knowledge Organisers

Your knowledge organiser contains the *basic information* you need to know to pass your exams. You should learn the content on your KO.

- *Try creating your own version of the knowledge organiser as a revision task. This could incorporate dual coding*
- *Quiz yourself on key data and key words (look, say, cover, write, check)*

Dual Coding

Turning text into images, symbols or diagrams. These are mental aids to help your learning as you have verbal and visual information at the same time.

- *Try summarising one of the 'classic research' studies from Component 1 into images and key words to help you remember the content*

Self-Quizzing

Self-quizzing means testing yourself on your subject knowledge.

- *Try writing your own quizzes using your knowledge organiser or based on your class notes*
- *You could swap quizzes with your classmates*

Videos and Podcasts

Visual aids can be really helpful for revision. Search YouTube, BBC iPlayer and Netflix for some helpful revision videos, documentaries and video lectures. Podcasts are easy to listen to whilst doing something you enjoy such as sport or drawing. *See the last section for some recommendations.*

Scheme of Work

This is an approximate outline only (the order of Y13 behaviours might change).

Term	Before Half Term	After Half Term
Year 12 Autumn Term	Component 2: Principles of research: Covering the methodologies used by psychologists and to gain an appreciation of the impact of choices made on the outcomes of the research.	Component 2: Application of research methods to a novel scenario: Application of knowledge and understanding of research methods to novel research scenarios. Principals of research: Consideration of the methodologies used by social psychology.
Year 12 Spring Term	Component 2: Principals of research: Consideration of the methodologies used by developmental psychology. Component 1: Psychology: Past to Present: Covering the Psychodynamic Approach	Component 1: Psychology: Past to Present Covering the Behaviourist and Cognitive Approaches
Year 12 Summer Term	Component 1: Psychology: Past to Present Covering the Cognitive Approach and Revision and consolidation for end of year examination	Revision and consolidation for end of year examination
Year 13 Autumn Term	Component 1: Psychology: Past to Present Covering the Positive and Biological Approach and Comparing the five approaches Component 3: Applications. Learners should be able to explain and draw conclusions about the possible causes of Addictive Behaviours and understand that psychology has the potential to impact on society as a whole by developing methods of modifying Addictive Behaviours.	Component 3: Applications. Learners should be able to explain and draw conclusions about the possible causes of Addictive Behaviours and understand that psychology has the potential to impact on society as a whole by developing methods of modifying Addictive Behaviours. Learners should be able to explain and draw conclusions about the possible causes of Schizophrenia and understand that psychology has the potential to impact on society as a whole by developing methods of modifying Schizophrenia.
Year 13 Spring Term	Component 3: Applications. Learners should be able to explain and draw conclusions about the possible causes of Schizophrenia and understand that psychology has the potential to impact on society as a whole by developing methods of modifying Schizophrenia. Learners should be able to explain and draw conclusions about the possible causes of Stress and understand that psychology has the potential to impact on society as a whole by developing methods of modifying Stress.	Component 3: Controversies. Learners will explore five controversies that continue to pose challenges for psychology Component 2: Personal investigations: To ensure true appreciation of the principles of psychological investigation the learners will gain first-hand experience of the second research method
Year 13 Summer Term	Component 2: Personal investigations: To ensure true appreciation of the principles of psychological investigation the learners will gain first-hand experience of the first research method Revision and consolidation for end of year examinations	Revision and consolidation for end of year examinations.

Assessment

Your final grade in this subject will come from three examinations taken at the end of Year 13.

Component 1 exam Psychology: Past to Present	2h 15m Taken at the end of Year 13	33.3% of your final grade
Component 2 exam Psychology: Investigating Behaviour	2h 15m Taken at the end of Year 13	33.3% of your final grade
Component 3 exam Psychology: Implications in the Real World	2h 15m Taken at the end of Year 13	33.3% of your final grade

Assessment Objectives

AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	<i>AO1 is assessed in components 1, 2 and 3</i>
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in both a theoretical and practical context and when handling both qualitative and quantitative data	<i>AO2 is assessed in components 1, 2 and 3</i>
AO3	Analyse, interpret and evaluate a range of scientific information, ideas and evidence, including in relation to issues, to make judgements, reach conclusions, develop and refine practical design and procedures.	<i>AO3 is assessed in components 1, 2 and 3</i>

Throughout the course, you will be assessed in the following ways:

- Knowledge quizzes
- Practice essays
- Weekly timed tests
- Half-Term assessments
- End of unit assessments

Tracking your progress

*Note on target grades: these are generated automatically by an organisation called LPUK, based on national averages about what people with similar GCSE grades to you go on to achieve in sixth form **if they push themselves**. They are **not what you will automatically get**, they are **not necessarily what you will be predicted on your UCAS or any other applications** and they are absolutely **not the maximum you can achieve**. What you achieve in sixth form will depend on **how much work you put in**. Your target grade is intended to be something for you to work towards: for you to try to do as good as or better than.*

Your LPUK target grade:

Assessments

Date	Assessment title	Mark/grade	Focus for improvement
Year 12 Term 1			
Year 12 Term 2			
Year 12 Term 3			
Year 13 Term 1			
Year 13 Term 2			
Year 13 Term 3			

Useful resources and taking your work further

With Sixth Form studies, there is no such thing as “finished all your work”.

All past papers, power points, resources used in class are on the Padlets for each module (a link to these will be sent to you when you start the relevant module)

The following books are directly related to study and would also serve as useful guides for undergraduate study

<u>Title/Author</u>	<u>Areas of the psychology</u>	<u>Central themes/issues</u>
<i>Fundamentals of Cognition</i> Michael Eysenck	<u>Cognitive psychology</u>	Michael Eysenck explores the key processes that allow us to make sense of the world around us
<i>The Black Swan</i> Nassim Taleb	<u>Statistics and research methods</u>	This is highly recommended for issues of statistics, which could be useful for other subjects. The author outlines his contempt for the way that human beings think that they can make predictions, a delusion which can lead to countless problems. He shows particular contempt for the normal distribution or bell curve which is a central idea in probability.
<i>Genie</i> Russ Rymer	<u>Cognitive and social psychology</u>	Rymer tells the story of a child found, aged 13, living the life of a prisoner. Rymer outlines attempts by experts to teach Genie to speak, raising interesting questions about language acquisition.
<i>The Blank Slate</i> Steven Pinker	<u>Nature/nurture debate</u>	Pinker argues in his book against the notion that individual development is predominantly based on nurture. Instead

		he outlines why much of our development is biologically determined.
<i>The Language Instinct</i> Steven Pinker	<u>Nature nurture debate</u>	Pinker outlines the case for language development being biologically acquired.
<i>The Stuff of Thought</i> Steven Pinker	<u>Cognitive Psychology</u>	Pinker examines how language can reveal aspects of human nature.
<i>Humanity</i> Jonathan Glover	<u>Social psychology and ethics</u>	Glover examines man's cruelty to man and searches for a way forward.
<i>Causing death and saving lives</i> Jonathan Glover	<u>Ethics</u>	Glover examines the questions: when, if ever, is it right to take life?
<i>Working Memory, Thought, and Action</i> Alan Baddeley	<u>Cognitive Psychology</u>	Baddeley outlines his model of short term memory.
<i>The Psychopath</i> James Blair	<u>Psychodynamic</u>	The book exhaustively covers everything known about psychopathy to date. It also brings an exciting new theory, exploring the neuro-biological underpinnings of psychopaths' broken emotions.
<i>The Student's Guide to Neuroscience</i> J Ward	<u>Biological</u>	A useful guide into brain research.
<i>The Lucifer Effect</i> Philip Zimbardo	<u>Social</u>	Zimbardo's book outlines his famous prison experiment and applies his ideas to contemporary events such as the Abu Ghraib scandal.
<i>The Selfish Gene</i> Richard Dawkins	<u>Biological</u>	Dawkins discusses the relationship between genes and human behaviour.
<i>The Moral Animal</i> Robert Wright	<u>Biological</u>	Wright discusses human behaviour in the light of evolution and natural selection.
<i>Obedience to Authority</i> Stanley Milgram	<u>Social</u>	Milgram describes his original 1963 study and the variation studies since.
<i>Psychology in Football</i> Mark Nesti	<u>Sport</u>	Discusses how psychology is used to maximise footballers' potential.
<i>Mental Toughness</i> Michael Sheard	<u>Sport</u>	Attempts to define and develop the notion of mental strength when applied to sport.
<i>Managing Performance Stress</i> David Pargman	<u>Sport/Biology</u>	The effects of stress in sport and how theory can be used to bring stress under control.
<i>Shoot the damn dog</i> Sally Brampton	<u>Mental Health</u>	A personal story of the late Sally Brampton's struggle with depression
<i>Mindset</i> Benjamin Smith	<u>Positive Psychology</u>	'How positive thinking will set you free and help you achieve massive success in life' A 'self-help' book on how to be more positive
<i>Positive Psychology Coaching in Practice</i> Suzy Green and Stephen Palmer	<u>Positive Psychology</u>	An overview of positive psychology coaching, highlights current (July 2018) research and the applicability of each element to coaching.
<i>Man Disconnected: How the digital age is changing young men forever</i> Philip Zimbardo	<u>Social Psychology/Behaviourist Psychology</u>	Looks at modern young men and tries to explain why they are falling behind their female counterparts

The following are works of fiction, but there is no harm in reading them, if you want:

Fiction		
<i>1984</i> George Orwell	<u>Social psychology</u>	<i>1984</i> (published in 1949) is Orwell's vision of a futuristic society in which individuals are subjected to a dehumanising regime led by 'Big Brother'. The novel explores issues of conformity and freedom useful to the course.
<i>Schindler's List</i> Thomas Keneally	<u>Social psychology</u>	A factual account of Oscar Schindler, a Nazi German industrialist, who saved the lives of several hundred Jews during the second world war. This book will offer interesting background to the social psychology studies of obedience and prejudice.
<i>Heart of Darkness</i> Joseph Conrad	<u>Psychodynamic psychology</u>	Often regarded as a must read for English Literature students <i>A Heart of Darkness</i> is narrated by Marlow, an ivory trader, at the end of the 1800s, who is employed to transport ivory to a remote African company. As he travels downriver he is forced to wait for ship repairs and learns more of the enigmatic Kurtz, a much feared ivory trader, who has colonised the regional tribes and created a regime of terror and tyranny in a quest for dominance of the ivory trade. Despite his genius and charisma Kurtz also is described in hollow terms: a man who represents amorality.
<i>We Need To Talk About Kevin</i> Lionel Shriver	<u>Social and psychodynamic psychology</u>	This is told from the point of view of an American mother whose son descended into petty crime and violence before committing a mass high school shooting. Some interesting issues about whether behaviour is learned or inbuilt.
<i>A Clockwork Orange</i> Anthony Burgess	<u>Behavioural/learning psychology</u>	This novel has received as much attention for its film version (which director Stanley Kubrick banned following several copycat incidents after its cinema release) as for the original novel. After his imprisonment, the main protagonist Alex, is given 'The Ludovico Technique', an extreme and inhumane form of 'classical conditioning' (which is part of the course), in which he is shown ultra-violent images to stop his own sadistic urges. The film is an 18 and not for the faint-hearted, although discussion of the film's reception is also relevant to the issue of social learning theory and the debate about whether individuals imitate media violence.
<i>One Flew Over The Cuckoo's Nest</i> Ken Kesey	<u>Mental health and psychodynamic psychology</u>	Randle McMurphy, a convicted criminal, fakes his own insanity in order to escape mainstream prison for a hospital for the mentally ill. The novel becomes a conflict between McMurphy and the tyrannical Nurse Ratchet whose sense of medical care involves repressing the male patients and keeping them in line. This is a very good book to consider the notion of insanity and the power of authority to impose such a label.
<i>The 7 habits of highly effective people</i> Stephen Covey	<u>Mental health Behavioural/learning psychology</u>	Covey presents a holistic, integrated, principle-centred approach for solving personal and professional problems.

Or, you could explore any of the Psychologists, topics, pieces of research you have studied on YouTube, follow a prominent Psychologist on Social Media, or find a relevant PodCast which Mrs Hubble could then add to the list for future students.