



## Psychology

**Intent:** The main purpose of this qualification is to prepare learners by providing a suitable foundation for the study of psychology or related courses in Higher Education. A further purpose of this qualification is to prepare learners intending to pursue careers or further study in social sciences, or as part of a general education. The OCR A Level qualification in Psychology enables learners to: develop essential knowledge and understanding of different areas of the subject and how they relate to each other, develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods, develop competence and confidence in a variety of practical, mathematical and problem solving skills, develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

### Year 13

#### Autumn Term 1: (Sept to Oct)

#### Autumn Term 2: (Oct-Dec)

#### Spring Term 1: (Jan - Feb)

#### Spring Term 2 (March – April)

#### Summer Term 1 (May – June)

**Knowledge**  
(facts, information, concepts and key terminology)

**Understanding**  
(ability to connect and synthesise knowledge within a context)

Teacher 1  
Teacher 2

**Applied Paper: Criminal Psychology**  
1. Psychology and the courtroom  
2. Crime prevention  
3. Effects of imprisonment  
**Methods activity:** Experiments or correlation

**Applied Paper: Child psychology**  
1. Perceptual Development  
2. Cognitive Development  
3. Development of Attachment  
4. Impact of Advertising.  
**Methods activity:** Self-report or Observations

**Physiological approach**  
Blakemore & Cooper and Maguire Core Studies, Approach, theme and Application  
**Developmental Approach**  
Kohlberg and Lee Core Studies, Approach, theme and Application  
**Individual differences Approach**  
Hancock Core Study

**Cognitive approach**  
Moray and Simons & Chabris Core Studies, Approach, theme and Application  
**Social approach**  
Piliavin and Levene Core Studies, Approach, theme and Application  
**Individual differences Approach**  
Gould Core Study and Approach

**Across Teachers:** Students research 'Issues' in pairs and present back to class. In teacher led lessons debates and Year 1 core studies are revisited. Section C (core studies paper) practise plus general revision targetting areas needed

Revision

Revision

**Skills**  
(successful application of knowledge and understanding to a specific task)

**AO1 Demonstrate knowledge and understanding** of scientific ideas, processes, techniques and procedures.  
**AO2 Apply knowledge and understanding of scientific ideas**, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data.  
**AO3 Analyse, interpret and evaluate** scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions develop and refine practical design and procedures.

**Formal Assessments**  
(those done by all/vast majority of the cohort)

Exam Style Questions in Booklets  
Whole School Assessment Week  
Start of year 13 assessment

Exam Style Questions in Booklets  
Whole School Assessment Week  
Mock examination Nov-Dec series

Exam Style Questions in Booklets  
Whole School Assessment Week  
Mock examination Feb-March series

Exam Style Questions in Booklets  
Whole School Assessment Week  
Mock examination Feb-March series

Exam Style Questions in Booklets  
Whole School Assessment Week

By the end of the year students on course for at least a grade C will...

- demonstrate reasonably accurate and detailed knowledge of some relevant scientific ideas, processes, techniques and procedures; show understanding of some scientific ideas, processes, techniques and procedures; organise and present information clearly in places, with some use of psychological terminology
- apply relevant knowledge and understanding of some scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative). Some application to stimulus/contextual material may be implicit
- analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to make judgements and draw some conclusions showing an ability to reason and develop a line of argument and/or propose some effective and appropriate developments/refinements of practical design and procedures.