

Welcome to the Psychology Department

Subject Leader: Mr J Briggs

Teachers: Miss S Bora, Mrs L Brunt

Subject Overview

Post 16

The course aims to introduce students to a wide knowledge of psychology and a sound understanding of issues, debates and perspectives. This course provides students with a good grounding in preparation for higher education and an awareness of how to apply psychology to everyday life and the world around them.

Teaching Aims and Objectives

Throughout the course students are encouraged to:

- stimulate and develop their enjoyment of, and enthusiasm for, psychology;
- develop and demonstrate skills, including practical and research skills;
- develop essential knowledge and understanding of different areas of psychology and how they relate to each other;
- appreciate how psychology develops and how its applications interact with changes in human attitudes, and with changes in society and technology and
- recognise the value, use and misuse of psychology in society.

Course Information

Post 16

Year 12: **Research methods**

This component is intended to introduce and develop a knowledge and understanding of the process of planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.

Psychological themes through core studies

This component focuses on some of the central areas of investigation in psychology. For each area of psychology, there is a key theme for which students are presented with both a classic and a contemporary study. The classic studies are 'landmark' pieces of research that have helped to shape the course of the subject and which all students of psychology should be familiar with. The contemporary studies are more up to date pieces of research that engage in some way with the issues being explored in the classic studies they are paired.

Year 13: **Applied Psychology**

Component 3 introduces a new and engaging compulsory section on issues in mental health and an exciting range of options as students discover how psychology is used in applied areas, choosing two options from a choice of four:

- Child psychology
- Criminal psychology
- Environmental psychology
- Sport and exercise psychology

Through this component, students explore applications of psychology and gain an insight into how theory can be applied to real world situations. The assessment provides the opportunity for students to demonstrate their learning through extended writing.

Methodological issues and debates also run throughout components 2 and 3 and include:

- Nature/nurture
- Freewill/determinism
- Reductionism/holism
- Individual/situational explanations
- Usefulness of research
- Ethical considerations
- Conducting socially sensitive research
- Psychology as a science

Homework Expectations (Including ICT resources and websites)

Psychology students will be set a variety of homework and will be expected to engage in extended independent study; this will amount to approximately 5 hours per week.

- Habitual i.e. reorganising notes, writing summaries, file keeping etc. assessed by file checks. This usually takes about 1 hour per week
- Directed i.e. they will be set specific tasks to complete e.g. revision for a test, preparation for next lesson, exam questions etc. This usually takes about 2 hours per week
- Course specific reading. This usually takes about 1 hours per week
- Optional additional tasks that might not form part of their formal progress assessment but will help them develop their understanding of the topic being studied.

Psychology:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/>

Extra-Curricular Opportunities

There are several scheduled Psychology trips including visits to:

- Banbury Magistrates Court
- Oxford Crown Court
- Bethlem Museum of the Mind

In addition, Psychology students are advised to take full advantage of the opportunities offered by debating. These include training for and taking part in:

- Oxford, Cambridge, Birmingham, Bristol, Warwick, UCL, Nottingham University Debate Competitions
- The Oxford and Cambridge Union Debates
- The English Speaking Union and Debating Matters competitions

Marking and Assessment

Sixth Form

Students' work is marked regularly to acknowledge effort, knowledge, understanding and development of extended writing and analytical skills. Students will be given detailed feedback to which they will be expected to respond and set themselves targets to improve. Self and peer assessment are an integral part of Psychology A Level.

Work is set each week to develop key skills including the ability to:

- demonstrate understanding of the core concepts and methods of psychology;
- explain fully, clearly and precisely, making logical links between clear points;
- articulate understanding with precision and with minimal redundancy, using appropriate technical psychological language;
- analyse and evaluate psychological research and
- select and deploy sufficient material to answer psychological questions fully.

Work is also set to stretch and challenge students, this includes:

- Extended reading and comprehension tasks

Examinations

<http://www.ocr.org.uk/Images/171732-specification-accredited-a-level-gce-psychology-h567.pdf>

A level

OCR Psychology – A Level

- Research methods - 90 marks written paper 2 hours – 30% of A Level
- Psychological themes through core studies - 105 marks written paper 2 hours – 35% of A Level
- Applied psychology - 105 marks written paper 2 hours – 35% of A Level