

<b>Title GCSE Psychology</b>	
For more information, please consult: K Walker – <a href="mailto:kiwalker@gilesacademy.co.uk">kiwalker@gilesacademy.co.uk</a>	
<b>Examination Board: AQA</b>	
<b>Qualification: GCSE Psychology</b>	
<b>Tiers: 1</b>	
<b>Grades: 9 - 1</b>	
<b>Learning Aims / Learning Objectives</b>	
<ul style="list-style-type: none"> <li>• use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</li> <li>• acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena</li> <li>• understand how psychological research is conducted, including the role of scientific method and data analysis</li> <li>• present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers</li> <li>• develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology</li> <li>• develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.</li> </ul>	
<b>What will I be learning and progressing to each year?</b>	
<b>Year</b>	<b>Key Knowledge</b>
<b>9</b>	<b>Introduction to Psychology:</b> <ul style="list-style-type: none"> <li>• What is Psychology?</li> <li>• How is research used?</li> <li>• Introduction to the core topics within the course; cognition and behaviour and social context and behaviour.</li> </ul>

Year	Key Knowledge
<b>10</b>	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• Processes of memory</li> <li>• Structure of memory</li> <li>• Memory as an active process</li> </ul> <p><b>Perception</b></p> <ul style="list-style-type: none"> <li>• Sensation and perception</li> <li>• Visual Cues and constancies</li> <li>• Gibson’s direct theory of perception</li> <li>• Visual illustrations</li> <li>• Gregory’s constructivist theory of perception</li> <li>• Factors affecting perception</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Early brain development</li> <li>• Piaget’s stage theory and the development of intelligence</li> <li>• The effects of learning and development</li> </ul> <p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>• Formulation of testable hypotheses</li> <li>• Sampling methods</li> <li>• Designing research</li> <li>• Correlation</li> <li>• Research procedures</li> <li>• Planning and conducting research</li> <li>• Ethical considerations</li> </ul>

Year	Key Knowledge
11	<p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>• <b>Conformity</b></li> <li>• <b>Obedience</b></li> <li>• <b>Prosocial behaviour</b></li> <li>• <b>Crowd and collective behaviour</b></li> </ul> <p><b>Language, thought and communication</b></p> <ul style="list-style-type: none"> <li>• <b>Possible relationship between thought and language</b></li> <li>• <b>Differences between human and animal communication</b></li> <li>• <b>Non-Verbal communication</b></li> <li>• <b>Explanations of non-verbal behaviour</b></li> </ul> <p><b>Brain and neuropsychology</b></p> <ul style="list-style-type: none"> <li>• <b>Structure and functions of the nervous system</b></li> <li>• <b>Neuron structure and function</b></li> <li>• <b>Structure and function of the brain</b></li> <li>• <b>Introduction to neuropsychology</b></li> </ul> <p><b>Psychological problems</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to mental health</b></li> <li>• <b>Effects of significant mental health problems on individuals and society</b></li> <li>• <b>Characteristics of clinical depression</b></li> <li>• <b>Theories and interventions of depression</b></li> <li>• <b>Characteristics of addiction</b></li> <li>• <b>Theories and interventions of addiction</b></li> </ul>

How will my work be assessed? / assessment components / frequency / term

Y9 End of topic tests, internal assessments

Y10 End of topic tests, internal assessments

Y11 End of topic tests, 2 external examinations

What would this subject enable me to do when I finish school? / Career Paths

Universal skills are developed within Psychology, and because of this it fits with any career that involves people. This subject fits particularly well with Health and Social Care, Sport Science as well as all of your core subjects.

How parents or other members of the public can find out more about the curriculum your subject is following

[www.bps.org](http://www.bps.org)

[www.simplypsychology.co.uk](http://www.simplypsychology.co.uk)

