

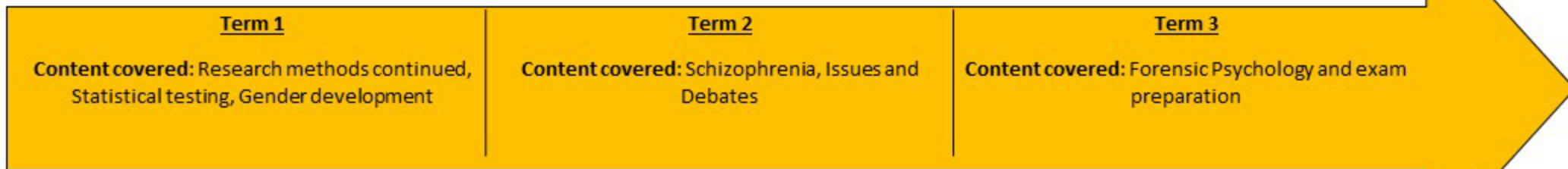
**Mastery:**

Evaluation  
Application  
Analysis  
Design

# Y13 Psychology Curriculum Sequence

**Intent:** Pupils will be taught to:

- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- 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.
- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues. Also to make judgements and reach conclusions and develop and refine practical design and procedures.



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| <p><b>Why start here?</b><br/>Statistical testing is more complex than learning the methods used for research which is why it is taught at this point when students are a little more mature. Maturity is also the reason for the topic of gender being taught at this point and this topic lends itself very well to debate so it is essential students have already gained a lot of practice applying psychological theories to potential explanations for behavior.</p> | <p><b>Why move onto these units?</b><br/>From previous experience of teaching all of the optional topics, Schizophrenia is the stand out preference for students and they engage much more with topics they find interesting. Eating disorders are common amongst this age group and would perhaps be more social sensitive to teach hence the option for schizophrenia instead. Issues and debates can only be taught once a good knowledge base of several topics in psychology has been acquired. This is because it calls for a deep scrutiny of research and theory</p> | <p><b>Why move onto these units?</b><br/>Forensic psychology is a popular choice and a reason several students site opting for the subject. It has good links with criminology in the department and many students pick both subjects meaning content in this section is able to be reviewed and consolidated for this group</p> |
| <p><b>Spec links:</b><br/>4.2.3 Research methods<br/>4.2.3.3 Inferential testing<br/>4.3 Issues and options in Psychology<br/>4.3.3 Gender</p>   | <p><b>Spec links:</b><br/>4.3 Issues and options in Psychology<br/>4.3.5 Schizophrenia<br/>4.3.1 Issues and debates in Psychology</p>  | <p><b>Spec links:</b><br/>4.3 Issues and options in Psychology<br/>4.3.9 Forensic Psychology</p>   |
| <p><b>Teaching these topics here supports:</b><br/>Understanding how to test for significance in psychological research and indeed many other areas of research including mathematics and geography</p>  | <p><b>Teaching these topics here supports:</b><br/>Synoptic element of the course with Issues and debates<br/>Approaches<br/>Further psychological study at university</p>   | <p><b>Teaching these topics here supports:</b><br/>Elements of level 3 criminology<br/>Exam preparation to cover all aspects of the course taught</p>  |
| <p><b>These topics feed from:</b><br/>GCSE maths with measures of central tendency and measures of dispersion. Inferential statistics is taught in other level 3 qualifications<br/>Some studies from attachment are considered in the topic of gender.</p>  | <p><b>These topics feed from:</b><br/>Issues and Debates can only be considered properly by using several topics. This is the synoptic element of the course and every aspect of what has been taught before can be used in the debates and to highlight the issues</p>  | <p><b>These topics feed from:</b><br/>Level 3 criminology considers theories of criminality which are covered here also. Organisation of the criminal justice system and types of sentencing</p>   |