

Student Guide 2019/20

**A Level and AS Level**

**Psychology**



B.F. Skinner

*Behavioural Approach*



Freud

*Psychodynamic Approach*



*Biological Approach*



Maslow

*Humanist Approach*



Beck

*Cognitive Approach*

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**Section A**

**Aims**

The major aim of Psychology as a discipline

“Psychologists are committed to increasing the understanding that people have of their own and others’ behaviour in the belief that this understanding improves the human condition and enhances human dignity.”

British Psychological Society (1978)



**The Psychology Courses we offer aim:**

* To provide a broad, balanced and challenging introduction to a wide range of psychological theory, research and application.
* To provide opportunities to develop skills of analysis, interpretation, and evaluation, encouraging students to extend and challenge their own thinking.
* To encourage students to take responsibility for their own learning in order that they become self-motivated and effective learners.
* To develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works.*
* To enable each student to evaluate their own progress and achievement.
* To provide opportunities for students to consider psychological knowledge and ideas in the context of:
	+ each student’s own experience
	+ current social issues
	+ its role in a multi-cultural society
	+ other academic disciplines
	+ future careers
* To provide equality of opportunity and individual support in order that effective academic and personal development can occur.

**The Teaching Staff**

Maura Taylor (Head of Department)

Kathryn Parker (Second in Department)

Hannah Barber-Cheverall

Rebecca Tremayne

Hannah Radwanski

Vanessa Bonney

Helen Jones

**Entry Requirements**

* Students hoping to enrol on to the AS Psychology course need to achieve a minimum of 5 GCSEs at grade 4 or above including GCSE Mathematics, English and Core + Additional Science (or alternatively two or more separate sciences). For those undertaking the A level, Grade 5’s in Science, Maths and English are recommended.

**Charging Policy within Psychology**

 Students will not be charged for resources supplied to them during their course. College policy regarding photocopying and printing apply.

**£**

Educational visits may be organised throughout the academic year and students wishing to attend, will be required to pay for their transport and entry ticket where appropriate. Information on such educational visits will be distributed via Psychology tutors.

**Expectations of Students**

It is expected that students will:

* work to the best of their ability
* attend all lessons wherever possible and inform College when absent
* be punctual to lessons
* complete work by set deadlines (*see below for more information on deadlines*)
* treat others with respect, inside and outside the classroom

**What happens if things go wrong?**



**For example:**

* Your study skills need improvement…
* You are finding revision difficult…
* You can’t keep up with the demands of the course…
* Psychology isn’t for you…

*You should speak to one of your Psychology tutors as soon as possible.*

**What happens if I miss a lesson?**

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If you miss a lesson, **it is your** **responsibility to collect work. Ask another student in the class (your allocated study partner) to collect work for you. If there is a problem with accessing your study partner, attend the department to speak to your** **tutor prior to the next lesson**.

*DO NOT wait until the next lesson unless it is unavoidable.*

**Assessment Policy**

Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself). During both the AS and A level courses, students will be assessed through the following methods:

|  |  |
| --- | --- |
| **Internal Assessment** | **External Assessment**  |
| * Benchmark assessments at end of / mid Unit which will be teacher assessed using exam board criteria. (AS & A level)
* Summaries / essay plans for the sub-sections of each Unit. The teacher will provide an effort/outcome grade from 1 (excellent), 2 (good), 3 (satisfactory) and 4 (cause for concern).
* Mini-practicals (AS & A level)
* Timed short questions and essays - some of these will be self/ peer-assessed using AQA marking criteria (AS & A level)
* Prep Work- You will be required to carry out some tasks independently prior to lessons that will be assessed either verbally or a “1-4” basis during the lesson
* Revision summaries are to be completed on an ongoing weekly basis throughout the course that will be ticked as completed mid / end of topic. 3 hours of homework (AS) will be set per week leaving additional time for wider reading and 5 hours of homework per week for A level.
 | * **AS:** Two 90 minute examinations in the summer
* **A level:** Three 2 hour examinations in the summer
 |

**Benchmark Assessments**

* Each benchmark assessment will receive written feedback on a cover sheet that relates directly to the assessment criteria of the exam board. A target will be set by the teacher on how to improve their performance and students are expected to reflect upon the written feedback and set themselves a preparation target, considering how to improve their preparation for the next test. Students will then write up their targets as ‘Learning Conversations’ onto the centralised computer system.
* VERBAL FEEDBACK: 1-2-1’s will occur twice a year after the benchmarks have been assessed. These benchmark assessments will then feed directly into the student reviews (‘reports’).

**The Benchmark Assessment Schedule for the AS course will be the same as for the first year of A level but the tests will be amended to fit the assessment requirements of AS. There will also be two mock exams for AS in late March and April, either side of the Easter holiday.**

**Benchmark Assessment Schedule: A level year 1** *benchmarks**highlighted in**yellow*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment week** |  | **Assessment Method** | **Assessment Method** | **Tutorial weeks** | **Target Setting** |
| Autumn Term Week 4 |  | **Paper 2: Approaches Test 30 mins** | Tutor |  |  |
| Autumn Term Week 6 |  | **Paper 2: Memory & Research Methods Test 30 mins** | Peer + Tutor | Week 8 | Targets negotiated  |
| Autumn Term Week 10 |  | **Paper 2: Research Methods Test 30 mins** | Self/ Peer |  |  |
| Autumn Term Week 14 |  | **Paper 2: Approaches & Memory Test 1 hour** | Tutor |  |  |
| Autumn term Week 19 |  | **Paper 2: Research methods Test 1 hour** | Self / tutor |  |  |
| Spring TermWeek 23 | **Paper 1: Attachment Test 30 mins** | Self/ Peer/ Tutor |  |  |
| Week 27 | **Paper 2: Research Methods Test 30 minutes** | Self + Tutor | Week 20 | Targets negotiated  |
| Week 31 | **Paper 1 Mock exam 90 mins** | Tutor |  |  |
| Spring TermWeek 32 | **Paper 2 Mock exam 90 mins** | Tutor |  |  |

**Benchmark Assessment Schedule: A level year 2** *benchmarks**highlighted in**yellow*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment week** |  | **Assessment Method** | **Assessment Method** | **Tutorial weeks** | **Target Setting** |
| Autumn Term Week 3 |  | **Paper 1: Social Influence Test 30 mins** | Tutor | Week 8 | Targets negotiated  |
| Autumn Term Week 6 |  | **Paper 3: Gender Test 30 mins** | Peer + Tutor |  |  |
| Autumn Term Week 12 |  | **Paper 2: Research Methods Test 1 hour** | Tutor |  |  |
| Spring TermWeek 18 | **Paper 3: Research Methods Test 30 mins** | Self/ Peer/ Tutor | Week 19 | Targets negotiated  |
| Week 19 | **Paper 3 Mock Exam 90 mins** | Tutor |  |  |
| Spring Term Week 27 | **Paper 2 Mock exam 90 mins** | Tutor |  |  |
| Spring Term Week 28 | **Paper 1 Mock exam 90 mins** | Tutor |  |  |

**Assessment Objectives:** Through the various forms of assessment, the student’s ability and progress will be measured in relation to the following three skill domains:

* **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



**Internal Grade Boundaries:**

|  |  |
| --- | --- |
| **Grade** | **%** |
| ABCDEU | 70+62-6953-6145-5239-440-38 |

**Student Monitoring**

The programme of monitoring and support is an integral part of the course utilising and complementing the framework used by the College as a whole.

Students are encouraged to evaluate their own progress on an ongoing basis. Targets will be set by students after completing and/or receiving feedback on, most pieces of exam-style work.



Tutors will oversee this process, keeping a record and overview of progress and supporting students through a tutorial programme within the department. Students will have an opportunity to discuss their development in individual academic tutorials with one of their course tutors. Each student will be given the opportunity to attend two academic tutorials each year. Other tutorials may also be arranged by your course tutor throughout the year when appropriate

Students who consistently fail to meet the requirements of the course will be referred to the Head of Department and tutors within the pastoral system. Discussions will take place regarding how best to support the student and help them succeed on the course. In some cases, the outcome of these discussions may be that the student withdraws from the course.

**Deadlines**

* Homework will be set and marked regularly and students should keep a record of homework in their College diary.
* Individual tutors will set reasonable deadlines for homework. Late worked may be marked and extensions may be granted, at the tutors’ discretion.
* A standard homework assignment will be marked and returned to students within ten working days. This assumes the work was handed in on time.

***IT IS YOUR RESPONSIBILITY TO MAKE SURE YOU MEET DEADLINES***

**If submitting an Extended Project within Psychology, Plagiarism rules apply:**

Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Resources**

**Textbooks**

Copies of the following text books are held in classrooms for use during lessons and break times, there are also copies available in the learning resource centre that can be taken out on loan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Textbook | Authors | ISBN Number |  |  |  |
| AQA A – Level Psychology Book 1Book 2 | Jean-Marc Lawton & Eleanor Willard | 97814718348829781471835377 |  |  |
|  |  |
| AQA Psychology for A level year 1 & AS  | Cara Flanaghan & Dave Berry | 9781908682406 |  |  |
|  |  |  |  |
|  |  |

Some additional texts, revision guides and journals are also held in the Learning Resource Centre. Psychology textbooks dated prior to the new specification (for first examination 2016) may still be of use for some topic areas. The list of textbooks will be updated as new books are released. Examples of books supporting the previous specification are given below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AQA Psychology (A) AS | James Bailey, Rosie McGinley, Julia Willerton & Jane Wilson | 9780748798230 |  |  |  |
| AS Psychology AQA (A) | Erika Cox | 9781844896141 |  |  |

A more extensive reading list will be distributed during induction.

**Other Resources**

|  |  |
| --- | --- |
| MCBD10396_0000[1]**Psychology** **Review**  | This magazine is especially designed for AS and A Level students and is full of many useful articles. The Learning Resource Centre holds this magazine and articles from the magazine can also be accessed via a link on Godalming Online. |
| hh00693_  **Videos** **& DVDs** | The College Educational Resources room holds a variety of DVDs that are relevant to your course. There are also many relevant documentaries on eStream. |
| BD04914_**Useful**  **Addresses** | ***British Psychological Society***St Andrews House48 Princess Road EastLeicesterLE1 7RD | ***AQA***Stag Hill HouseGuildfordSurreyGU2 5XJ |
| MCj03798730000[1] **Useful** **Web Site** **Addresses** | www.bps.org.uk | British Psychological Society |
| www.s-cool.co.uk | Useful revision site  |
| www.psywww.com | Useful site for Careers information & Quizzes |
| www.psychnet-uk.com | Go to the humour and games section! |
| www.alleydog.com | Provides notes on some topics and Quizzes |
| See the Psychology Dept Godalming Online (GOL) site for additional websites. |

**Section B**

**Course Specification: AQA**

**AS Psychology (7181):**

*This is a brief summary of the AS course content and first year of the A level. For more details, please refer to your copy of the specification.*

|  |  |  |
| --- | --- | --- |
| Paper 1**Exam:** 1 hour 30 minutes50% of AS marks | **Memory (Cognitive Psychology)** – This part of the course looks at the structure of memory and research into eyewitness testimony and how memory can be improved.**Attachment (Developmental Psychology)** – Students will consider the nature of early attachments, the effects of disrupting attachment and the influence on adult relationships.**Social Influence** – During this topic students will examine research into conformity, obedience to authority and minority influence. Also independent behaviour and the role of social influence processes in social change. | action10londong36clgPE02287_main |

|  |  |  |
| --- | --- | --- |
| Paper 2**Exam:** 1 hour 30 minutes50% of AS marks | **Research Methods** – Students will learn about how Psychologists conduct research and will look at a number of data gathering and data analysis techniques.**Approaches in Psychology** – Students will learn about the main perspectives and their opposing viewpoints to explaining behaviour within Psychology eg the Biological approach, Learning approach and Cognitive approach.**Individual Differences** – Students will consider the ways in which ‘abnormal’ behaviour is defined. They will also examine causes of mental disorder and ways of treating abnormality. |  |

**Structure of the A Level Course (AQA 7182) for classes with one teacher (AS students will follow the same structure with an additional weekly workshop they must attend)**

|  |  |
| --- | --- |
| **Timing** **(Approx)** | **4.5 hours per week** |
| **September - October** |  Paper 2:Approaches and Research Methods |
| **November - December** | Paper 2:Biopsychology and Research Methods |
| **January**  | Paper 1:PsychopathologyResearch Methods |
| **February - March** | Paper1:MemoryResearch Methods |
| **April – May** | Paper 1:AttachmentResearch Methods |
|  **June** | Social Influence |

**Structure of the first year of the A Level Course for classes with two teachers**

|  |  |  |
| --- | --- | --- |
| **Ti(Approx)** | **2.25 hours per week** | **2.25 hours per week** |
| **September - October** | Paper 2: Research Methods | Paper 2:Approaches in Psychology |
| **November - December** | Paper 2: Biopsychology | Paper 2:Research Methods  |
| **January – February** | Paper 2 : Biopsychology Paper 1 : Memory  | Paper 1: Psychopathology |
| **March - April** | Paper 1: MemoryPaper 2: Research Methods | Paper 2 : Research methodsPaper 1: Attachment |
| **April - May** | Paper 2: Research Methods | Paper 1: Attachment |
|  June | Paper 1: Social influence | Paper 1: Attachment |

# BS00554_ Study and Revision Skills

Students are encouraged at all times to take responsibility for their own learning and to develop a variety of techniques which improve their everyday studying techniques as well as their revision.

**Study Skills** – A study skills programme is incorporated into both the AS & A level courses.

**Revision Skills** – Extensive revision programmes are in place to help students prepare for both the AS and A level Exams. There are also additional revision workshops in the summer term.

# Career Opportunities

A qualification in Psychology may be relevant to a number of different career options including:

 Nursing and other health services

 Police Service, prison service, social services

 Business e.g. advertising, market research, human resources

 Education/teaching

 Sport

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For more information about all the key Godalming College policies, visit www.godalming.ac.uk/about\_us/publications/

**Health & Safety**

The Department endorses the College Health & Safety Policy. The tutors will carry out risk assessments to maintain a safe working environment with minimum risk to the students and themselves. The presentation of the course topics are not normally associated with specific hazards but your tutors will brief you should the need arise. Any visits associated with your course are also covered by risk assessments.

Students have a duty of care and are expected to follow the general College Health & Safety Guidelines displayed in each room and in the student diary, to ensure their own safety and that of others.

**Equal Opportunities**

The Department will follow the College Equal Opportunities Policies which aim to:

• treat everyone with respect as an individual;

• create a climate in which students feel valued and are encouraged to develop their skills,

 abilities, qualities and interests;

• value the race, colour, gender, sexual orientation, social class, religion, culture, ability and

 age of every student;

• develop a community in which tolerance, respect, courtesy, sensitivity and understanding

 are encouraged;

• encourage students to achieve their potential and to raise their level of achievement.

**Disability Equality**

Information on students with disabilities is taken from the application form and notes from interviewers. This will be added to in the course of the academic year. An Inclusion register is produced by Learning Support and distributed to all staff. The College’s Equal Opportunities Committee has a responsibility for establishing and implementing the Disability Equality Scheme.