

Student Guide 2022/23

**PSYCHOLOGY A LEVEL**

**COURSE HANDBOOK**







B.F. Skinner

*Behavioural Approach*

Freud

*Psychodynamic Approach*





*Biological Approach*

Maslow

*Humanist Approach*

Beck

*Cognitive Approach*

**Introduction to the department**

Welcome to Psychology A level. We hope that you enjoy your time in the department and find the process of studying the Psychology course a challenging and rewarding one.

The purpose of this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

**Aims of Psychology**

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)

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**The Psychology Course we offer aims:**

To help students gain high standards in public examinations by;

* Providing a broad, balanced and challenging introduction to a wide range of psychological theory, research and application
* Providing opportunities to develop skills of analysis, interpretation, and evaluation, encouraging students to extend and challenge their own thinking.
* Encouraging students to take responsibility for their own learning in order that they become self-motivated and effective learners.
* Developing and demonstrating a deeper appreciation of the skills, knowledge and understanding of *How Science Works.*
* Enabling each student to evaluate their own progress and achievement.
* Providing 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
* Providing equality of opportunity and individual support in order that effective academic and personal development can occur.

pe00640_**Department Teaching Staff**

|  |  |
| --- | --- |
| Hannah Radwanski (Head of Dept)  Becky Tremayne (Second in Dept)  Maura Taylor  Vanessa Bonney  Helen McCabe | Sarah Scott  Adam Lyons  Alenka Dempsey-Miller  Sally Jamison  Abi York |

**Director of Faculty: Mark Woodward**

**Course Entry Requirements**

Students hoping to enrol on to the A Level Psychology course need to achieve a minimum of 5 GCSEs at Grade 4 including Mathematics, English and Combined Science/two or more separate sciences (although Grade 5s 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.

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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. Students can enquire (at Student Reception) whether they would be eligible to receive any bursary to assist with payments for these educational experiences.

**Other important sources of information**

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**Expectations**

**What is expected of students?**

1. **Attendance and punctuality – learning cannot begin if you are not in lessons or if you arrive** late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work. 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. *Dont wait until the next lesson unless it is unavoidable.*
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation and consolidation (homework) tasks and it is essential that these are completed on time and in the required level of detail. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation and consolidation tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding further.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class work/Prep tasks/Consolidation tasks, and targets set during formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the departmental scheme of work
2. **Regular assessment and feedback** – approximately every 3-4 weeks you will be assessed exam-style questions which will form the basis of your benchmark assessments. These assessments provide opportunities to practice, reflect and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and when the work must be submitted.

**Support for Students**

Sometimes students face challenges when undertaking their Psychology course. Some common examples of challenges faced include…

* Your feel study skills need improvement…
* You are finding consolidation for benchmark assessments difficult…
* You can’t keep up with the demands of the course…
* You feel Psychology isn’t for you/it isn’t what you expected…

*If you experience any of these challenges or face any other issues or difficulties, you should speak to one of your Psychology tutors as soon as possible.*

**Additional support from the Department** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to Teams messages, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**College-wide support: Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**COURSE INFORMATION**

**Course Specification: AQA (7182)**

**PAPER 1: Introductory Topics in Psychology**

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| **Paper 1: Introductory Topics in Psychology SUMMARY** |
| **Content assessed:**  1 Social influence  2 Memory  3 Attachment  4 Psychopathology |
| **Assessed**  • written exam: 2 hours  • 96 marks in total  • 33.3% of A-level |
| **Questions**  • Each topic section includes: multiple choice, short answer and extended writing questions  • Each topic section is worth 24 marks |

**PAPER 2: Psychology in Context**

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| **Paper 2: Psychology in Context SUMMARY** |
| **Content**  1 Approaches in Psychology  2 Biopsychology  3 Research Methods |
| **Assessed**  • written exam: 2 hours  • 96 marks in total  • 33.3% of A-level |
| **Questions**  • Topic sections 1 + 2 include: multiple choice, short answer and extended writing questions and are both worth 24 marks  • Topic section 3 includes: multiple choice, short answer and extended writing questions and is worth 48 marks |

**PAPER 3: Issues and Options in Psychology**

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| **Paper 3: Issues and Options in Psychology SUMMARY** |
| **Content**  1 Issues and Debates in Psychology  2 Gender  3 Schizophrenia  4 Aggression |
| **Assessed**  • written exam: 2 hours  • 96 marks in total  • 33.3% of A-level |
| **Questions**  • Each topic section includes: multiple choice, short answer and extended writing questions  • Each topic section is worth 24 marks |

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| **SCHEME OF WORK - OVERVIEW** | |
| **YEAR 1** | |
| **AUTUMN TERM** | **Approaches, Biopsychology + Research Methods** |
| **SPRING TERM** | **Psychopathology, Memory + Research Methods** |
| **SUMMER TERM** | **Attachment, Social Influence + Research Methods** |
| **YEAR 2** | |
| **AUTUMN TERM** | **Social Influence, Gender, Aggression + Research Methods** |
| **SPRING TERM** | **Schizophrenia, Issues + Debates + Research Methods** |
| **SUMMER TERM** | **Revision + External exams** |

**Assessment**

**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

Weighting of assessment objectives for AS Psychology



At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above. At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.

**Assessment Policy**

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’ Mantra….**

Learning will not happen instantly and takes time; attending lessons is not enough (although important!), you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the final assessment! Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments. Classes are either shared equally between two teachers for 2.25 hours (as is the case with some L6th groups and all U6th classes), and some L6th classes are taught by a sole teacher for the full 4.5 hours a week. You will be allocated a “Lead Subject Tutor” who will be responsible for overseeing any formalised 1-2-1s, writing of Student Reviews, speaking with parents at parents evening and for overseeing any Action Plan documentation.

In line with the College’s ’50-50’ initiative, every week teachers will set a combination of PREP and CONSOLIDATION Tasks to complete independently, which are likely to take between 4.5 to 6 hours in total. However, if for a particular week, the tasks only take 3 hours to complete, then you would have a further 1.5 to 3 hours to conduct further reading and self directed consolidation. Perhaps visiting the Library’s Godalming Online page to see the electronic resources or popping in to read a book or a magazine; accessing past papers from the AQA website to complete or looking on the BOOST Team for opportunities to extend your learning. There are also suggested CONSOLIDATION Tasks within the PSYCH-cess Booklet (available on the Psychology A Level Team).

**The Final Assessment**

At the end of the two years, students will complete three 2 hour exams which comprise 100% of the final A Level grade.

**Course Specification: AQA (7182)**

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| **PAPER 1: Introductory Topics in Psychology.**  **96 Marks. 33.3% of A Level Grade** | **PAPER 2: Psychology in Context .**  **96 Marks. 33.3% of A Level Grade** | **PAPER 3: Issues and Options in Psychology .**  **96 Marks. 33.3% of A Level Grade** |
| **Content:**  1 Social influence. 2 Memory. 3 Attachment 4 Psychopathology  **Questions**  Each topic section includes: multiple choice, short answer and extended writing questions (*up to 16 marks*)  Each topic section is worth 24 marks | **Content**  1 Approaches in Psychology. 2 Biopsychology. 3 Research Methods  **Questions**  Topic sections 1 + 2 include: multiple choice, short answer and extended writing questions (*up to 16 marks*)  and are both worth 24 marks  Topic section 3 includes: multiple choice, short answer and extended writing questions (*up to 12 marks*)  and is worth 48 marks | **Content**  1 Issues and Debates in Psychology. 2 Gender. 3 Schizophrenia. 4 Aggression  **Questions**  Each topic section includes: multiple choice, short answer and extended writing questions (*up to 16 marks*)  Each topic section is worth 24 marks |

**N.B. 16 Marks signifies a descriptive and analytical, evaluative extended writing question which should be 2 to 3 sides of A4 (roughly 600-800 words).**

**Types of Assessment (and Feedback)**

* **Independent Work (‘Homework’):** Weekly homework does not necessarily need to be completed at home! Good practise often involves using free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as an 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive. Homework tasks will consist of two types:

1. *PREP TASKS:* Not all homework will be marked by your teacher. It will be given a quick inspection in class and then will involve peer and self-assessment as part of a class exercise. This work will ‘prepare’ students for the forthcoming lesson(s) and completion of which is essential for students to fully engage and participate in the lessons. These tasks may consist of internet research, watching documentaries and reading articles.
2. *CONSOLIDATION TASKS:* Consolidation tasks usually refer to the completion of Summary Notes. These are essentially revision summaries which consolidate the details of the explanations; specialist terminology (AO1 material) and research evidence and other evaluative commentary points (AO3 material) for each specification sections. These revision worksheets should take you 2.5 to 3 hours to complete and consist of a summary of the work completed in lessons, reduced to one 1 side of A4. These worksheets will be submitted to the teacher. Where reviewed by teachers/as part of self/peer marking activities an effort/outcome grade from 1 (excellent), 2 (good), 3 (inconsistent) and 4 (poor) will be applied. Occasionally alternative consolidation tasks will be set (as considered necessary by individual teachers). Students can refer to the PSYCH-cess booklet for other suggestions of Consolidation Tasks to undertake proactively.

* **Benchmark Assessments:** After a period of teaching, students will face internal benchmark assessments, which will be conducted under timed conditions approximately every 3 – 4 weeks. These are mostly 30 or 60 minutes long. In Year 2 there will also be a Mock Exam, which will be 120 minutes long. Each assessment allows students to access the full grade range from A\* to U grade, given the topics covered so far and exam techniques taught. They are an indicator of how well students understand and can apply the content to the type of questions faced in the final exams at the end of the two years. Published benchmark grades, will usually be a culmination of the previous two internal assessments (*exceptions include Benchmark 5 – based on one internal assessment; Benchmark 7 – based on Mock Exam*). Assessments can include self and peer marking practise to increase students' awareness of marking criteria. Any self/peer marked work will be verified by the teacher.
* Timed benchmark assessments are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in these assessments and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings. If the department feel a student is under-performing based on evidence such as benchmark grades or their approach to learning in between these periods, then your teacher may place you onto a Formal Department Action Plan and agree targets to get the student back on track, in a supportive way.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2022), you will have a 1-2-1 discussion with your teacher to discuss your Annual Review Grade (ARG) and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your teacher, (in communication with your other teacher, where applicable) and will rely on the following evidence:

1. **Benchmark Assessment Performance Grades (1 to 4).** Benchmark 4 grading will carry more weight, as it covers the whole breadth of content covered across the Year 1 (to date), although all Benchmarks will be considered and progress would be reflected upon when determining the ARG.
2. **Approach to Learning:** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work. How you have pro-actively sought out extra support via workshops and your overall communication with your teachers (perhaps via email/Teams chat?).

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However, for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive an E/U Grade we would be extremely worried about your progress and your ability to pass the course. A comprehensive action plan would be created, in not already in place, and we would expect to see improvements over the summer with the work that was set. You would also be required to attend lunchtime workshops for the remainder of the course and we would be in regular contact with your parents to ensure that you are staying on track.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor. The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year! The College policy is that the predicted grade cannot be more than one grade above the ARG.

**Other Considerations**

* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks or benchmark assessments. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A failure to complete PREP Tasks consistently will result in a reference to the pastoral team and an Action Plan being put in place.
* *RETURNED WORK:* Benchmark Assessments will be assessed and returned within 10 working days of being completed. Only in rare/exceptional circumstances would teachers return Benchmark Assessments grades/feedback beyond the 10-working days.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or 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. Students should be aware that the College is subscribed to software designed to detect plagiarism.
* *ACCESS ARRANGEMENTS FOR EXAMS:* These are pre-examination adjustments for candidates based on evidence of need and normal way of working which must approved by the Learning Support department. For example, use of a computer or extra time in the exam. Since these arrangements are your ‘normal way of working’, you must practice them in class and with your homeworks – please see the Learning Support department for how you might do this. Homework is always set to take between 4.5 to 6 hours to allow students who have extra time for example, more time to complete the homework compared to their peers. Equally, in timed assessments it is vital that we are accommodating any access arrangements you might have. Your teachers will speak to you individually, and in confidence about how they will best be able to support you through your studies with us.

**Rationale for Assessment Programme**

It is really important that when you come to sit your final assessment, you are prepared and able to perform at your highest ability. Therefore, because Psychology is entirely assessed under examination timed conditions, the benchmark assessments are designed to practice the skills need to sit a timed exam, so that you are ‘exam fit’.

Therefore, the first few benchmarks start with you being able to practice shorter-answer exam questions and we then scaffold support to ensure that you are approaching the important evaluative essays from Benchmark 3 onwards. Your first essay will be heavily support in Benchmark 3 and we will continue to offer further support along the way. The Paper 3 Mock Exam (Benchmark 7) in the Year 2 is a key assessment opportunity – it is perhaps the only time you will be able to practise sitting in an exam hall under timed conditions to complete an assessment. It is positioned there for you to learn from the experience with enough time to correct any issues before you sit the final A-level assessment after Easter.

**Grade Boundaries in Psychology**

Most assessments are marked against grade boundaries which have been historically applied in the Psychology course, which have been reliably shown to predict final student outcomes. They account for the breadth of the material covered within the assessment (the greater the breadth the more allowance given to the grade boundaries). Benchmark Grades represent a combination of (usually two) internal assessments. The grade boundaries applied account for the breadth of the (two) assessments.

Grade boundaries for Benchmark 4 and Benchmark 7 will be a combination of a three-year average of the AQA grade boundaries and three-year average of distribution of attainment in the Psychology A level at Godalming College.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2022-2024**

Below is an overview of all the key assessment checkpoints

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| **CHECKPOINT** | **DATE** | | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2022 | | **Benchmark 1:** Combined result (/72) for Assessment 1 + 2  **ASSESSMENT 1 – APPROACHES + RESEARCH METHODS (30 MINS/24 MKS)**  Multiple Choice + short answer question (including data analysis questions)  **ASSESSMENT 2 - APPROACHES + RESEARCH METHODS (60 MINS/48 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |
| **Parents Evening (For All)** | Nov 2022 | | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:**   1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers) 2. **Performance Grade** in Benchmark 1 and from your homework tasks |
| **XMAS BREAK** |  | |  |
| **Benchmark 2 Checkpoint** | Dec 2022 | | **Benchmark 2:** Result (/48) Assessment 4  **ASSESSMENT 3 – APPROACHES + RESEARCH METHODS (30 MINS/24 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions  **ASSESSMENT 4 - BIOPSYCHOLOGY + RESEARCH METHODS (60 MINS/48 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |
| **Student Review 1** | Jan 2023 | | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:**   1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also your PREP + CONSOLIDATION tasks) 2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers). |
| **Parents Evening (Targeted)** | Mar 2023 | | **Meetings with your parents only where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  | |  |
| **Benchmark 3 Checkpoint** | April 2023 | | **Benchmark 3:** Combined result (/48) Assessment 5+6  **ASSESSMENT 5 – BIO + RESEARCH METHODS (30 MINS/24 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions  **ASSESSMENT 6 - PSYCHOPATHOLOGY + RESEARCH METHODS (30 MINS/24 MKS))**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |
| **Benchmark 4 Checkpoint** | June 2023 | | **Benchmark 4:** Combined result (/96) Assessment 7+8  **ASSESSMENT 7 - P1: PSYCHOPATHOLOGY + MEMORY + ATTACHMENT + RM (60 MINS/48 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions  **ASSESSMENT 8 - P2: APPROACHES + BIOPSYCHOLOGY + RESEARCH METHODS (60 MINS/48 MKS)**  Multiple Choice, short answer question, including Research Methods and data analysis questions |
| **Student Review 2** | June 2023 | | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.) 3. Predicted Grade for UCAS (University Applications) |
| **SUMMER BREAK** |  | |  |
| **Benchmark 5 Checkpoint** | Oct 2023 | | **Benchmark 5**: Result (/64) Assessment 9  **ASSESSMENT 9 - RM (16 MKS) – RESEARCH METHODS DESIGN A STUDY Q (/16 MKS)**  Design a study question, short answer question (including data analysis questions)  **ASSESSMENT 10 - SOCIAL INFLUENCE + RM (60 MINS/48 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |
| **Parents Evening (All)** | Oct 2023 | | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**   1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. **Performance** with reference to your BM5 essay, to talk about your coursework draft and to talk about the final deadline for after half-term. 3. **How to support you:** Discuss how parents can further support you and what is coming up in this year |
| **Benchmark 6 Checkpoint** | Dec 2023 | | **Benchmark 6:** Combined result (/72) for Assessment 10 + 11  **ASSESSMENT 11 - P1: PSYCHOPATHOLOGY + MEMORY + ATTACHMENT + RM (30 MINS/24 MKS)**  Multiple Choice, (including data analysis questions)  **ASSESSMENT 12 - GENDER + RM (60 MINS/48 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |
| **Student Review 3** | Dec 2023 | | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade |
| **XMAS BREAK** |  | |  |
| **Benchmark 7 Checkpoint** | Mar 2024 | | **Benchmark 7:** PAPER 3 - Mock Exam Result (/96)  **ASSESSMENT 13 - P3 MOCK EXAM: GENDER; SCHIZOPHRENIA; AGGRESSION; ISSUES + DEBATES (+ Integrated RM) (120 MINS 96MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |
| **Student Review 4** | Mar 2024 | | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)**   1. Approach to Learning 2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade |
| **Parents Evening (Targeted)** | Apr 2024 | | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  | |  |
| **EXAM PREPARATION**  **ASSESSMENTS** | | May 2024 | ***Assessments for Exam Practice/Feedback* *prior to Final External Assessment***  **ASSESSMENT 14 - PAPER 2 MOCK EXAM (60 MINS/48 MKS)**  Multiple Choice, short answer question (including data analysis questions) + extended writing questions  **ASSESSMENT 15 - PAPER 1 MOCK EXAM (60 MINS/48 MKS) *Optional***  Multiple Choice, short answer question (including data analysis questions) + extended writing questions |

# 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 throughout the course. An in-depth booklet detailing many of the recommended skills and techniques is issued to students at the beginning of the course: Secrets to PSYCH-cess

**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.

**Department Resources**

**TOPIC BOOKLETS**

Students will be given a comprehensive Topic Booklet and Topic Planner to support their learning of the specification material across each of the topics covered in the course.

**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.

Online textbook is available for students to access

**Online textbooks** - we do not require students to buy a physical copy of the textbooks we use. Instead, students have access to online versions of the textbook. To access these, use the following links and log in details. Tutors will provide login details for these books.

Green hair (Y1/AS) - <https://illuminate.digital/aqapsych2edy1/>

Pink hair (Y2/AL) - [https://illuminate.digital/aqapsych2edy2/](https://illuminate.digital/aqapsych2edy1/)

**WEBSITES**

|  |  |
| --- | --- |
| 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.tutor2u.net/psychology | Details of specification concepts |
| www.simplypsychology.org/ | Details information on AQA concepts |
| https://my.dynamic-learning.co.uk/MyDynamicLearning.aspx | Access to Psychology Review |

See the Psychology A Level Team and BOOST Team for additional resources

**50:50 additional activities**



Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

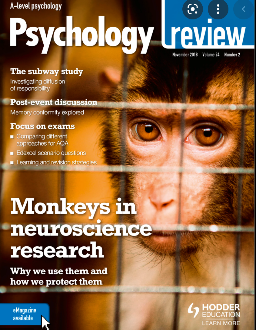
Use the PSYCH-cess booklet to guide on how to go over your lesson materials and handouts from that week making sure that all activities have been finished in detail.. When you have looked at a new concept or period, produce a simple mind-map to summarise the key information ready for future revision.



**Past-Question practice *(Suggested time = 1.5 hours per week)***

Use the selection of past questions from the AQA website/Department practise papers to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.





**Read an Extension article/chapter *(Suggested time = 1-2 hours per week)***

Log on to Psychology Review or Dawsonera and find an article or chapter that supports what you have been doing in class - reading lists are provided for each course to help you choose. Print out the article, create a set of sub-headings and then take detailed notes. Help with logging on to all of these websites can be found on the ILC’s page of Godalming Online under ‘Websites, Links, Subscriptions’.

**Watch a documentary *(Suggested time = 45 minutes per week)***

Estream has a wide selection of Psychology documentaries which support your courses or extend your understanding. You may often find yourself watching part of a documentary in class and can then also finish this off at home. Make sure that you are ‘actively’ watching e.g. create a basic spider-diagram with the issue you are investigating in the middle and then record brief notes around it.





**Listen to a TED TALK *(Suggested time = 15 minutes per week)***

Via Youtube you can access a wide range of Psychology linked talks. As you listen, treat the lecture like an article – draw up a set of sub-headings or questions and take detailed notes under these. Help logging on can be found on the History and ILC pages of Godalming Online.

**RETRIEVAL PRACTISE *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to test your ability to recall – without notes in front of you! – the details of the explanations and possible evaluation points you could use. Consistently using retrieval tasks will make it much easier when you come to revise for your end of year or final exams fully.



# 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 Psychology

**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.

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Information contained in this Student Guide is correct at time of press

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

**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.