



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

Our curriculum encourages students to understand causes and explanations for human behaviour and as such attempts to explain both historical and current events in the world. Students should consider skills learnt in Psychology as transferrable which would help them both in education beyond school and in the world of employment.

Through knowledge of the multiple psychological and biological approaches, students will develop a balanced and objective view of behaviour; understanding that taking an evidence-based view is critical, particularly in serious areas such as mental illness and the law. They will develop critical thinking skills through consideration of issues and debates in psychology such as culture and gender bias and ethical implications of research and theory. The concept of behaviour being determined by factors beyond free will allows students to show compassion and tolerance to others and thus upholding the Jesuit view of education.

Students will fully understand the scientific process within the study of psychological concepts and be able to assess the validity and reliability of theories and research.

Their concept of sound methodology in research will be applicable beyond psychological studies. For example, the effectiveness of medicines and psychological treatments.

In line with the Wimbledon College Curriculum Intent, Psychology will facilitate a broad and balanced curriculum which will provide students with the skills needed to enable them to be discerning and independent thinkers. As such this will establish an aspirational pathway for further education post Sixth Form.

Implementation

The department follows the AQA A Level specification, however, the department has chosen a specific order of sequencing to help students succeed.

The topic of approaches is delivered first to introduce multiple schools of thought in the field of psychology. They are taught to appreciate how and why psychological paradigms have shifted from roots in philosophy to more recent science based explanations. This foundation in the subject encourages the students to be curious and active when considering the key question 'Is Psychology a Science?'. Once this has been established, the paper one topics of social influence, memory, attachment and psychopathology are studied. Students are more easily able to develop understanding of these topics due their firm foundations in approaches.

As psychology is studied as a science, theories are supported with rigorous scientific evidence. The topic of Research Methods is a singular topic within paper two, but it is also embedded within all other topics within the course. For this reason, it is incorporated appropriately into every lesson plan. Depending on the method of research



carried out to support a theory, relevant reference will be made to this methodology in terms of its suitability for ensuring validity. Similarly, the topic of Issues and Debates is used in evaluation of all topics and is a singular topic in paper 3. These higher order concepts are introduced at the start of the course in order to encourage the students to be critical of all theories and research. They are regularly referenced within teaching and cited in resources.

The final topic to be delivered in year 12 is Biopsychology and links are made with the content of GCSE Biology such as 'fight or flight response'. The specification develops the topic in a progressive format enabling students to build on knowledge and the department follows this format. This topic lays foundations for the elective topic of stress that is delivered in paper 3.

In year 13 the students begin with year 2 Research Methods and this includes the stand alone elements of the topic that were not embedded into the year 1 scheme of work. Namely descriptive and statistical analysis of data. Students then move on to Issues and Debates; the only compulsory topic on paper 3. They further develop their understanding of the major issues and debates that form evaluation of theory and research. In order to develop their critical thinking skills, delivery of this topic at this time provides an ideal opportunity to consolidate year 1 teaching before progressing onto the final topics of the course.

The final three topics are elective; stress has extensive overlap with prior topics covered in approaches, psychopathology and biopsychology; Relationships has more relatable psychological theories encouraging students to draw on their own experiences to enhance their learning; Aggression links well to the overall curriculum intent at Wimbledon College as students determine the importance of psychological study in advancing humanity for the better.

Throughout the course, topics are linked with real world applications such as the use of biological and talking therapies to treat mental illness. The cultural capital is raised through the exploration of different professions within the subject ranging from therapist to neuroscientist.

In this course students are tested on their ability to outline (AO1), apply (AO2) and evaluate (AO3) psychological theory. Reference is made to all three AOs in all lessons. Application will be demonstrated in the form of a class activity or past exam question. Every single element of the course is contextualised to the 3 papers. Exam based materials are used in teaching activities and assessment feedback. These are always paired with the exam board mark scheme to familiarise the students with the requirements. There is a significant focus on feedback lessons where the questions are scrutinised in detail and the perspective of an examiner is shared with the students.

In order to implement the curriculum effectively, subject specialist knowledge is maintained through attendance at AQA CPD courses and also PiXL6 events. The head of department utilises knowledge from several years as an examiner to improve exam technique. The head of department is part of a network of local heads of department who regularly liaise and share good practice. Regular standardisation of marking is undertaken in order to maintain objectivity and consistency.

Students are encouraged to appreciate Psychology through a number of educational and enrichment trips. An annual visit to the Royal College of Psychiatrists to watch their 'Debate for Young People' allows them to observe topics such as mental health and the impact of social media being debated from a variety of psychological perspectives. It enables them to further understand the roles of different mental health professionals.

Students are encouraged to enter the A Level Psychology Competition facilitated by Royal Holloway University. This will enable them to showcase their knowledge of psychological theories through application to real life. Under the guidance of the university, they will form an appreciation of research skills used in degree level study. The Humanities department facilitated a cross-curricular trip to Krakow and Auschwitz giving students the opportunity to understand the application of social psychological theories of obedience and conformity.



Visiting speakers are invited to inform students about the variety of available careers that incorporate subject specific skills. Such as a registered psychotherapist, a sports psychologist and individuals who work in the field of neurorehabilitation.

Students who require additional support are identified through school data systems and adaptations to lesson plans and resources are made on an individual basis. These are modified as the students progress through the course. Mentoring is available for students and this is often facilitated during the Independent Learning periods. Students who are identified as More Able are always provided with stretch and challenge activities which are already factored into the majority of resources. In order for students to retain the vast quantity of course content whilst ensuring that the content is covered within a set time frame, interleaving is used. Regular reference to past content is referenced within the lessons as this also demonstrates the cross topic links within the course.

Impact

Assessment

Assessments take place in both a formative and summative style on a regular basis. The former through the completion of classroom discussion, self and peer assessment and the guided completion of exam questions in order to produce model answers. Questioning and feedback is actively encouraged from the students.

Summative assessments take place at the end of each of the 11 topics. Students are introduced to exam board materials from the very beginning of the course and only these are used for formally graded assessments.

Mock examinations take place once at the end of year 12 and twice in year 13. Past papers are used for assessment and appropriate exam board grade mark schemes and grade boundaries are used.

Monitoring

Students complete Personalised Learning Checklists. These are kept as electronic 'working' documents and regularly reviewed by the teacher throughout the year.

Common areas where mistakes are made are identified and addressed in DIRT lessons following assessments. These are addressed on the assessment feedback sheets where students are asked to consider written feedback from the teacher and develop targets to improve. In addition they are required to give a detailed description of the actions they will need to undertake in order to meet these targets. They must be able to show evidence of this.

To support departmental intervention the department works closely with the Sixth Form team. Where relevant pastoral intervention is implemented.

2022 Results analysis:

The 2022 A Level Psychology results were very pleasing with results exceeding those in all previous results on record. This is the first time that we have achieved 100% A*-D.

Of cohort of 30:

20 (66.67%) students on or above target

10 (33.33%) above target



**Wimbledon
College**

PSYCHOLOGY Curriculum Statement

The data shows that the College has exceeded the national average in all grade ranges this year. Our departmental residual is 2.92 reflecting the students' commitment to A Level Psychology at Wimbledon College and the hard work of the teachers in supporting them through a disrupted course. We obtained a positive overall value added at 0.27. In addition, the data shows that our students performed better than all AQA centres and similar centres on all 3 papers in psychology.

The results suggest that the high percentage attendance at the 5 separate revision days provided during the February half term and Easter break have had a positive impact on performance.