

# BTEC Applied Psychology Curriculum Overview – Year 12

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
Psychological Approaches and Applications	<p><b>A Key psychological approaches,</b></p> <ul style="list-style-type: none"> <li>• Approaches and assumptions</li> <li>• Cognitive approach</li> <li>• Biological Approach</li> <li>• Social</li> <li>• Behaviorist and Social Learning approaches</li> </ul>	<p><b>AO1</b> Demonstrate psychological knowledge, be able to recall key assumptions, concepts Command words: describe, give, give a reason</p> <p><b>AO2</b> Demonstrate understanding by explaining the link between psychological assumptions and concepts to behaviour in society Command words: describe explain, interpret, justify</p> <p><b>AO3</b> Apply and evaluate psychological assumptions and concepts to explain contemporary issues of relevance to society Command words: analyse, assess, compare, discuss, evaluate, explain</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 9 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment after each Learning Aim is taught</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> <p>External Exam Sat in January of Year 1</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost <b>Catholic Social Teaching</b> and <b>Ursuline Values</b>.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>• Grateful when understanding how Psychological knowledge and understanding has developed and improved over time.</li> <li>• Service and Sacrifice in the context of the theoretical and empirical contributions made by founding fathers of Psychological approaches.</li> <li>• Solidarity and common good in applying Psychological approached to real life</li> <li>• Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining behaviour.</li> </ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Using formal language and Psychological</li> </ul>	<p>This is an underpinning unit for the qualification and links to all other units across the Extended Certificate (Year 1 and 2)</p>

					<p>terminology to improve literacy</p> <ul style="list-style-type: none"><li>• Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading</li><li>• Opportunities to improve Oracy through presentation and debates</li><li>• Building Schema and connections to the wider world</li><li>• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures.</li></ul> <p><b>Cross-curricular:</b> CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Health and Social Care</p> <p><b>Careers:</b> Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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	<p><b>B Application of psychological approaches</b></p> <ul style="list-style-type: none"> <li>• Use of psychology to explain contemporary issues of aggression in society</li> <li>• Use of psychology in business to explain and influence consumer behaviour</li> <li>• Application of psychology to explain gender</li> </ul>	<p><b>AO1</b> Demonstrate psychological knowledge, be able to recall key assumptions, concepts Command words: describe, give, give a reason</p> <p><b>AO2</b> Demonstrate understanding by explaining the link between psychological assumptions and concepts to behaviour in society Command words: describe explain, interpret, justify</p> <p><b>AO3</b> Apply and evaluate psychological assumptions and concepts to explain contemporary issues of relevance to society Command words: analyse, assess, compare, discuss, evaluate, explain</p>			<p>This unit will fit well and can link well with almost <b>Catholic Social Teaching</b> and <b>Ursuline Values</b>.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>• Grateful when understanding how Psychological knowledge and understanding has developed and improved over time.</li> <li>• Service and Sacrifice in the context of the theoretical and empirical contributions made by founding fathers of Psychological approaches.</li> <li>• Solidarity and common good in applying Psychological approached to real life</li> <li>• Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining behaviour.</li> </ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Using formal language and Psychological terminology to improve literacy</li> <li>• Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading</li> </ul>	<p>This is an underpinning unit for the qualification and links to all other units across the Extended Certificate (Year 1 and 2)</p>
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					<ul style="list-style-type: none"> <li>• Opportunities to improve Oracy through presentation and debates</li> <li>• Building Schema and connections to the wider world</li> <li>• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures.</li> </ul> <p><b>Cross-curricular:</b> CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, History, Biology and Philosophy</p> <p><b>Careers:</b> Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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**Spring Term 1**

<p>Conducting Psychological Research</p>	<ul style="list-style-type: none"> <li>• Principles of research A2</li> <li>• Key terms used in research</li> <li>• A3 Research process</li> <li>• Research methods</li> <li>• Developing research proposals</li> </ul>	<p>Knowledge and understanding of research methods, practical research skills and mathematical skills as well involving:</p> <ul style="list-style-type: none"> <li>• designing research</li> <li>• conducting research</li> <li>• analysing and interpreting data.</li> <li>• cognitive and problem-solving skills: using critical thinking,</li> </ul>	<p>Range of Formal and informal assessments including:</p> <p><b>Learning Objective A:</b> written report on ‘Understanding research methods and their importance in psychological inquiry’</p> <p><b>Learning Objective B:</b> Written report on designing and carrying out own pilot study in an area of interest from Unit 1</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Assessment tasks and drafts to prepare for</p>	<p>This unit will fit well and can link well with almost <b>Catholic Social Teaching</b> and <b>Ursuline Values</b>.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>• United in Harmony when discussing the impact of research on the scientific community and how it impacts wider, local and</li> </ul>	<p>Directly builds on knowledge of psychological approaches and their applications from Unit 1: Psychological Approaches and Applications.</p>
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	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data analysis</li> <li>• Presenting findings to an audience.</li> <li>• Reviewing research process and findings</li> <li>• Implications of research into psychological inquiry</li> </ul>	<p>approaching non-routine problems applying expert and creative solutions, using systems and technology</p> <ul style="list-style-type: none"> <li>• interpersonal skills: communicating, working collaboratively, negotiating and influencing</li> <li>• intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation.</li> <li>• the ability to learn independently</li> <li>• the ability to research actively and methodically</li> <li>• the ability to give presentations and be active group members.</li> <li>• reading technical texts</li> <li>• effective writing</li> <li>• analytical skills</li> <li>• creative development</li> </ul> <p>preparation for assessment methods used in a degree</p>	<p><b>Learning Aim C: Presentation on</b> ‘A pilot study exploring current issues in psychology</p> <p><b>Learning aim D:</b> Written report ‘Reviewing implications of own research into psychological inquiry’</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> <p>Internal assessment completed by May 15<sup>th</sup></p>	<p>internal assessment.</p> <p>Preparing and carrying out a pilot study.</p> <p>Preparing coursework for Unit 2 SV process.</p>	<p>international communities.</p> <ul style="list-style-type: none"> <li>• Truth and Justice when looking at the integrity of empirical research and the heavy price we can pay for fraudulent or faulty research</li> <li>• Solidarity and common good when discussing the importance of scientific research</li> </ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>• Using formal language and Psychological terminology to improve literacy</li> <li>• Widen students’ contextual understanding with a ‘watchlist’, signposting high quality documentaries films and reading</li> <li>• Building Schema and connections to the wider world</li> <li>• Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy.</li> <li>• Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use.</li> </ul>	
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					<p><b>Cross-curricular:</b> CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics</p> <p><b>Careers:</b> Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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<b>Spring Term 2</b>						
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<p>Conducting Psychological Research</p>	<ul style="list-style-type: none"> <li>Principles of research A2</li> <li>Key terms used in research</li> <li>A3 Research process</li> <li>Research methods</li> <li>Developing research proposals</li> <li>Data collection</li> <li>Data analysis</li> <li>Presenting findings to an audience.</li> <li>Reviewing research process and findings</li> <li>Implications of research into psychological inquiry</li> </ul>	<p>Knowledge and understanding of research methods, practical research skills and mathematical skills as well involving:</p> <ul style="list-style-type: none"> <li>designing research</li> <li>conducting research</li> <li>analysing and interpreting data.</li> <li>cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology</li> <li>interpersonal skills: communicating, working collaboratively, negotiating and influencing</li> <li>intrapersonal skills: self-management, adaptability and resilience, self-monitoring and</li> </ul>	<p>Range of Formal and informal assessments including:</p> <p><b>Learning Objective A:</b> written report on ‘Understanding research methods and their importance in psychological inquiry’</p> <p><b>Learning Objective B:</b> Written report on designing and carrying out own pilot study in an area of interest from Unit 1</p> <p><b>Learning Aim C: Presentation on ‘A pilot study exploring current issues in psychology</b></p> <p><b>Learning aim D:</b> Written report ‘Reviewing implications of own research into psychological inquiry’</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Assessment tasks and drafts to prepare for internal assessment.</p> <p>Preparing and carrying out a pilot study.</p> <p>Preparing coursework for Unit 2 SV process.</p>	<p>This unit will fit well and can link well with almost <b>Catholic Social Teaching</b> and <b>Ursuline Values</b>.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>United in Harmony when discussing the impact of research on the scientific community and how it impacts wider, local and international communities.</li> <li>Truth and Justice when looking at the integrity of empirical research and the heavy price we can pay for fraudulent or faulty research</li> <li>Solidarity and common good when discussing the importance of scientific research</li> </ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Using formal language and Psychological</li> </ul>	<p>Directly builds on knowledge of psychological approaches and their applications from Unit 1: Psychological Approaches and Applications.</p>
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		<p>development, self-presentation.</p> <ul style="list-style-type: none"> <li>• the ability to learn independently</li> <li>• the ability to research actively and methodically</li> <li>• the ability to give presentations and be active group members.</li> <li>• reading technical texts</li> <li>• effective writing</li> <li>• analytical skills</li> <li>• creative development</li> </ul> <p>preparation for assessment methods used in a degree</p>	<p>instruction/Presentations and more.</p> <p>Internal assessment completed by May 15<sup>th</sup></p>		<p>terminology to improve literacy</p> <ul style="list-style-type: none"> <li>• Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading</li> <li>• Building Schema and connections to the wider world</li> <li>• Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy.</li> <li>• Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use.</li> </ul> <p><b>Cross-curricular:</b> CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics</p> <p><b>Careers:</b> Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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<p>Health Psychology.</p>	<ul style="list-style-type: none"> <li>A1 Psychological definition of health and ill health, addiction and stress</li> </ul>	<p><b>AO1</b> Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change</p> <p><b>AO2</b> Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts</p> <p><b>AO3</b> Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 9 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> <p>External Exam Sat in January of Year 2</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost <b>Catholic Social Teaching</b> and <b>Ursuline Values</b>.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>Serviam – How health professional can serve others and how we can take care of ourselves and those around us.</li> <li>Individual Liberty. Allowing individuals freedom of choice in taking control of Health and Health Behaviour.</li> </ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Using formal language and Psychological terminology to improve literacy</li> <li>Widen students’ contextual understanding with a ‘watchlist’, signposting high quality documentaries films and reading</li> <li>Opportunities to improve Oracy through presentation and debates</li> <li>Building Schema and connections to the wider world</li> <li>Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural</li> </ul>	<p>This unit links to:</p> <ul style="list-style-type: none"> <li>Unit 1: Psychological Approaches and Applications</li> </ul>
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Health Psychology.	<ul style="list-style-type: none"> <li>A2 Psychological approaches to health</li> <li>A3 Theories of stress, behavioural addiction and physiological addiction</li> </ul>	<p><b>AO1</b> Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change</p> <p><b>AO2</b> Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts</p> <p><b>AO3</b> Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 9 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost <b>Catholic Social Teaching</b> and <b>Ursuline Values</b>.</p> <p>In particular:</p> <ul style="list-style-type: none"> <li>Serviam – How health professional can serve others and how we can take care of ourselves and those around us.</li> <li>Individual Liberty. Allowing individuals freedom of choice in taking control of Health and Health Behaviour.</li> </ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"> <li>Using formal language and Psychological terminology to improve literacy</li> <li>Widen students' contextual</li> </ul>	<p>This unit links to:</p> <ul style="list-style-type: none"> <li>Unit 1: Psychological Approaches and Applications</li> </ul>

			External Exam Sat in January of Year 2		<p>understanding with a 'watchlist', signposting high quality documentaries films and reading</p> <ul style="list-style-type: none"><li>• Opportunities to improve Oracy through presentation and debates</li><li>• Building Schema and connections to the wider world</li><li>• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures.</li></ul> <p><b>Cross-curricular:</b> CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Health and Social Care and Sports</p> <p><b>Careers:</b> Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.</p>	
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