



UNIVERSITY FOUNDATION PROGRAMME

PSYCHOLOGY SPECIFICATION

Preparing students for university success

FOR TEACHING FROM 2024



CATS UFP

CATS UFP is a Level 3 course, specifically designed to help international students move successfully from secondary education to a UK University.

The CATS UFP is delivered over 420 directed hours of teaching and learning, over 3 subjects, and utilises a rigorous style of study, within a pastorally supportive and culturally stimulating environment that enables students' learning to develop and progress successfully. Students are able to access a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world.

English for Academic purposes is an essential part of CATS UFP, and all students will take an English course that supports their learning and prepares them for university life, as well as having access to many extracurricular activities that further reinforce their use of English. Assessment design within each subject carefully focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS Colleges provide a stimulating intellectual and diverse environment with small classes; thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who have excellent subject knowledge and are expert in creating a positive learning environment for students from a wide range of backgrounds.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.



WHY CHOOSE PSYCHOLOGY UFP?

Relevant and engaging content:

CATS UFP has a long history and proven track record of providing high quality, successful UFP Psychology qualifications. The qualification is continually improved through teacher and student feedback, operational experience and by working closely with universities and the wider academic community. By taking a comprehensive approach to the subject, we demonstrate the interrelated nature of psychology using psychological models, studies, and theories to support analysis of contemporary psychological issues and situations to provide a dynamic specification. The content is designed to provide students with foundational ideas in psychological study and at the same time engage them with contemporary issues and debates in psychology.

Key Academic skills development.

Psychology as a subject relies heavily on scientific research, therefore studying psychology allows students to develop a range of academic and research skills. Students will become adept at breaking down problems into manageable components, developing hypotheses and devising strategies to test their ideas. Students also develop the communications skills needed in both academic and professional settings. Students will learn to express their ideas clearly and coherently, through both written and verbal communication, doing presentations and taking part in class discussions. Students will also make decisions about research design and work with both qualitative and quantitative research data, which prepare them for further studies in science.

Real life skills to support university study.

University education encourages independent study and self-driven learning. Therefore, students are encouraged to develop a deeper understanding of a topic which genuinely interest them through the coursework offering. By completing the coursework, students are challenged to manage their time well, and to realise their capacity to learn and excel on their own, while becoming empowered to use various sources of learning to expand their knowledge base. On completing the coursework students will share their learning with their classmates in a setting, simulating a research conference. This will provide them the opportunity to communicate their contributions clearly and concisely to an audience of their peers. They will also have a chance to respond to questions and feedback, will have a change to respond to questions and feedback. In this way, students experience a sense of ownership of their contribution to their academic community which may motivate them to take on more learning challenges in the future.

Students will develop their understanding in a broad range of psychological concepts, theories, and approaches, which can be applied to real life. They will also develop the knowledge and skills to analyse, evaluate contemporary psychological issues, and draw appropriate conclusions from these. Additionally, in preparation for higher education, students also develop transferrable skills of self-driven study, time-management, cultural competence, and enhanced self-awareness.

Success through a wide range of assessment methods.

UFP Psychology involves a blended learning approach, which enables students to gradually become more confident and independent learners. To this end, different types of assessments, enable active and engaged students to demonstrate a wide range of skills and abilities successfully. There are several different methods of assessment: multiple-choice tests on topic knowledge, coursework, presentation, leading a discussion on a peer-reviewed article, and a final controlled assessment.

Coursework rather than one final examination.

The aim of coursework assignments is to engage students with contemporary and salient topics in psychology while providing them with different ways of demonstrating the key skills required for future university studies. The coursework also gives students the opportunity to learn how to effectively analyse and evaluate selected research papers, and then show their ability to prepare the appropriate level and quantity of research assessment pieces.

The first coursework involves an annotated bibliography, through which students develop their skills to do literature review and use academic literature to support their own thinking and research designs.

The second coursework builds on this initial literature research and culminates in an extended essay or



literature review which forms the basis for the students' individual presentations. The research and learning done in both these pieces of work carries over to one of the final controlled assessment tasks.

Continuous Assessment to support progress.

One of the aims of university study is to build up a broad base of domain knowledge on a subject. To support the learning that this type of knowledge building requires, students on this course are given several small multiple-choice tests at the end of topics. This provides students the opportunity to hone their own study skills of organising their knowledge, repeated practice and recall practice. As this assessment is continuous throughout the year; students can give an account of smaller chunks of information that they have mastered. Furthermore, the continuous assessment also provides students a record of their own learning and performance which more reliably inform their predicted grades over time.

Final Controlled Assessment to highlight proficiency.

Students are given the opportunity to apply and highlight the skills and thinking that they have developed throughout the year, in a final controlled assessment. This synoptic assessment uses the students' learning from the coursework, research methods as well as debates and issues, to discern the breadth and depth of the connections that the students have made between the elements in the course.



AIMS OF THE COURSE *

The UFP course aims to encourage students to:

- develop an enthusiasm for studying psychology and using the scientific method to find answers to complex problems.
- develop an understanding of psychological concepts and theories and apply these to real life examples.
- improve accuracy, orderliness, and the ability to think logically and develop clear lines of argument to explain psychological issues.
 - select, interpret, and use appropriate data from various sources.
- analyse and evaluate the strengths and weaknesses of different approaches to understanding human behaviour.
- develop a critical approach to psychological and methods of enquiry.
- evaluate and make judgements related to different psychological situations based on the knowledge learned and case studies read.

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Developing Key Skills

Students taking this course will be encouraged to develop as independent learners with the ability to think critically. Student will also be guided to engage effectively with relevant and reliable sources of academic literature which will enable them to attempt basic primary research and present their findings through written work and presentations.

UFP PSYCHOLOGY COVERS THESE KEY SKILLS IN THE FOLLOWING WAYS:

Ethical reasoning

Students will:

- understand the vital role which ethics play in psychology due to its potential impact on individuals and communities.
- demonstrate ethical considerations in research, practice, and the application of psychological principles.
- be familiar with the British Psychological Society's ethical guidelines of respect, competence, responsibility, and integrity.
- consider ethics as the first step in any proposed practical research.

Reasoning and critical thinking:

Students will:

- think analytically to identify relevant and reliable sources of psychological information
- develop problem-solving skills by questioning assumptions and considering different approaches to address issues in human behaviour.
- select, organise, and communicate relevant information in a variety of forms.
- apply mathematical and basic statistical methods to investigating psychological concepts.
- analyse and evaluate concepts, theories, and research critically, by questioning assumptions.
- be able to identify strengths and weaknesses in arguments and draw well-reasoned conclusions based on evidence.

Independent Learning:

Students will:

- identify an area of interest that promotes self-driven learning.
- become adept at finding and choosing appropriate resources to support own learning.
- organise own learning through management of time and material.
- work on own initiative to prioritise tasks.
- work independently to support understanding of material.
- give an account of the outcomes of a self-directed learning task.
- share learning and findings with an audience of peers.
- deal effectively with feedback, discussion, and questions about their topic of expertise.

Research Skills**Students will:**

- take a critical reading approach to locate, understand, and evaluate peer-reviewed journal articles and empirical studies to inform their own learning.
- research an area of interest and design a small practical study to generate data to answer contemporary research question.
- develop their academic integrity and learn to acknowledge the work of others, how to do effective referencing and avoid plagiarism.
- use technology effectively to support their own learning, communication, and collaboration with others.

Presentation Skills:**Students will:**

- develop a systematic approach to organise their reading for use in their studies and writing.
- practice academic conventions in longer written work.
- be able to draft psychological research report.
- organise information clearly and coherently, using specialist vocabulary as appropriate.
- practice verbal and non-verbal communication skills in presentation work.



ASSUMED PRIOR KNOWLEDGE

The UFP Psychology course is built on the assumption that students have not studied psychology before. However, it is recommended that students have competence in certain cognitive, language and quantitative skills to be able to:

- read and comprehend extended texts in English.
- write extended, coherent texts in English.
- use basic understandings of data handling such as
 - the use of ratios, fractions, and percentages
 - mathematical symbols
 - significant figures
 - construct and interpret a range of standard graphical forms.
 - use of formulae to analyse data.
- interpret, apply, and analyse information in written, graphical, and numerical forms.
- show willingness to learn new skills and academic conventions.
- show willingness to consider different views.

Any prior learning in psychology or the sciences may be beneficial in enabling students to be able to grasp concepts quickly and in depth. For example, those who have joined the UFP route from an international system which uses the IB or IGCSE syllabi, may have taken science or sociology at a Key Stage 4 level which may cover topics such as theory and methods, the structure of the nervous system, experimental skills, data handling techniques and socialisation.

The table below shows prior learning in psychology in a selection of national systems:

China	<ul style="list-style-type: none"> ● No equivalent subject in national high schools
Malaysia	<ul style="list-style-type: none"> ● No equivalent subject in national high school
UAE	<ul style="list-style-type: none"> ● History, Geography, Economics, and Social Studies has been combined into 1 subject since 2016. Students study Psychology on the UAE Social Studies Programme when they are in grade 12. Topics that are relevant to the UFP Psychology specification include: ● The growth and development of psychology and its relationships to other disciplines. ● Learning theories and their role in behaviour modification. <p>Students also develop the following relevant skills:</p> <ul style="list-style-type: none"> ● Competence in collecting and evaluating sources and in using evidence that supports his/her opinions and positions. ● The ability to use technology and other sources to collect data and information on different topics. ● The ability to cooperate with others to know more about the content and concepts related to main topics. ● The ability to prepare explanations and opinions for discussion, reach conclusions and critique them. ● About 40% of pupils attend private schools which are internationally accredited, using international syllabi including iGCSEs which contain some reference to psychological topics, such as theory and methods.
Russia	<ul style="list-style-type: none"> ● At Year 10 and 11, the subject of "Social Sciences" may also include psychology, alongside Foreign Languages, Russian History, World History, Economic and Social Geography, Law, and Political Science.

Kazakhstan	<ul style="list-style-type: none"> • No equivalent subject in national high schools
Nigeria	<ul style="list-style-type: none"> • In Social Studies, the topics related to Psychology include: • Self-identity. • Socialisation and our social environment. • Education and Social Change
South Africa	<ul style="list-style-type: none"> • No equivalent subject in national high schools.
Brazil	<ul style="list-style-type: none"> • No equivalent subject in national high schools.
Mexico	<ul style="list-style-type: none"> • No equivalent subject in national high schools.

SUBJECT CONTENT

Module 1 Foundations in Psychology

This module introduces some of the foundational ideas used to study, describe and predict human behaviour:

- **Overview & Approaches:** understand the different perspectives taken to describe, predict and change human behaviour.
- **Research Methods:** understand how psychological research is planned, conducted, and analysed using scientific methods
- **Social Psychology:** understand how social influence can lead to individual changes and consequent impacts on society.
- **Cognitive psychology:** Understand how memory works and exploring the factors that lead to the reconstruction of memory, attention and forgetting.
- **Biological Psychology:** understanding some of the basic biopsychological processes which underlie human behaviour.

Module 2 Applications of Psychology

In this module, student engage with several areas in which psychological knowledge can be applied to support and change human behaviour:

- **Aggression:** understand some of the factors, mechanisms, and theories that underly aggressive behaviour
- **Relationships:** understand some of the factors affecting attraction, theories of romantic relationships in virtual and parasocial relationships.
- **Debates and Issues:** understand some of the important arguments that can be used to make broad judgements on psychological theory, methodology and research.
- **Psychopathology:** understand how psychologists diagnose mental disorders, exploring the factors influencing the diagnosis of mental disorders. Examining the theories and treatments of one mental disorder.

DIRECTED LEARNING HOURS

The guide below sets out the **directed learning hours**. This means the hours students will spend in lessons, with the teacher crafting the learning goals, content and guide the learning processes. For these hours, teachers can also require students to do preparation activities, such as pre-reading, preparing presentations or leading discussion groups as homework, to contribute to lesson time. The directed learning hours include provision for guiding students with regards to the academic skills needed to complete coursework.

- It is recommended that to do well in this course, students match the number of hours they spend in lessons with **independent study**. This would mean that for every one hour in lesson, the student spends at least one hour on self-driven activities which support their in-lesson learning. This may include pre- or further reading, watching videos to understand the concepts, making notes, memorising terms, or spaced practice, or working on coursework.

MODULE 1	FOUNDATIONS IN PSYCHOLOGY
<p>1.1 Overview and Approaches (20 hours)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Psychology <input type="checkbox"/> Ethical issues and guidelines <input type="checkbox"/> Behaviorism <input type="checkbox"/> Social Learning Theory <input type="checkbox"/> Psychodynamic approach <input type="checkbox"/> Humanism <input type="checkbox"/> Comparison of Approaches 	<p>Students must be able to</p> <ul style="list-style-type: none"> - explain the main ideas and classical studies/theories within the approaches. - compare and contrast approaches with each other.
<p>1.2 Research Methods (20 hours)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sampling <input type="checkbox"/> Self-reporting data: Questionnaires & interviews <input type="checkbox"/> Quantitative data and analysis <input type="checkbox"/> Researcher effects <input type="checkbox"/> Validity and reliability <input type="checkbox"/> Qualitative data and thematic analysis <input type="checkbox"/> Format of a research report <input type="checkbox"/> Experiments & Experimental design <input type="checkbox"/> Hypothesis testing <input type="checkbox"/> Internal and Ecological validity <input type="checkbox"/> Case studies <input type="checkbox"/> Correlation <input type="checkbox"/> Twin and Adoption studies <input type="checkbox"/> Observations <input type="checkbox"/> Animal studies and ethics. 	<p>Student must be able to</p> <ul style="list-style-type: none"> - define the research terms. - identify and apply research methods in case studies and peer reviewed psychological literature. - evaluate (know the strengths and weaknesses) of the research methods. - use their knowledge of research methods to design and write a research proposal for their own proposed study and in the controlled assessment.
<p>1.3 Social Psychology (15 hours)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obedience <input type="checkbox"/> Agency Theory <input type="checkbox"/> Social Impact theory <ul style="list-style-type: none"> ● Factors affecting obedience: individual differences, situation, and culture <input type="checkbox"/> Studies: Milgram Base (1963) & Variations <input type="checkbox"/> Study: Burger (2009) 	<p>Students should be able to define, describe, apply, and evaluate theories and studies in social psychology.</p> <p>Students should be able to describe all studies in the format of</p> <ul style="list-style-type: none"> - Aim - Method/Procedures - Findings - Conclusion



<ul style="list-style-type: none"> <input type="checkbox"/> Prejudice <input type="checkbox"/> Social identity theory <input type="checkbox"/> Realistic conflict theory <ul style="list-style-type: none"> • Factors affecting prejudice: individual differences, situation, and culture <input type="checkbox"/> Study: Sherrif et al (1954/1961) 	
<hr/> 1.4 Cognitive Psychology (15 hours) <hr/>	
<p>Memory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working Memory Model <input type="checkbox"/> Multi-store memory model <input type="checkbox"/> Study: Baddeley (1966b) <p>Long-term and Reconstructive memory</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explanations of LTM <input type="checkbox"/> Explanation of Reconstructive memory <input type="checkbox"/> Study: Bartlett War of the Ghosts (1932) <p>Other studies in cognitive psychology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schmolck et al (2002) <input type="checkbox"/> Steyvers and Hemmer (2012) <input type="checkbox"/> Sebastian Hernandez-Gil (2012) 	<p>Students should be able to define, describe, apply, and evaluate theories in cognitive psychology.</p> <p>Students should be able to describe all studies in the format of</p> <ul style="list-style-type: none"> - Aim - Method/Procedures - Findings - Conclusion
<hr/> 1.5 Biopsychology (15 hours) <hr/>	
<ul style="list-style-type: none"> <input type="checkbox"/> Nervous and endocrine system <input type="checkbox"/> Neurons and synaptic transmission <input type="checkbox"/> Localisation of function in the brain <input type="checkbox"/> Study: Phineas Gage (1984/1994) <input type="checkbox"/> Plasticity <input type="checkbox"/> Functional recovery after trauma <input type="checkbox"/> Ways to study the brain <input type="checkbox"/> Biological rhythms: circadian and infradian <input type="checkbox"/> Endogenous pacemakers and zeitgebers 	<p>Students should be able to define and explain the concepts in this module.</p>
<hr/> MODULE 2 <hr/>	
2.1 Aggression (15 hours) <hr/>	
<p>Biological explanations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Neural and hormonal mechanisms <input type="checkbox"/> Genetic factors <p>Social psychological explanations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frustration-aggression hypothesis <input type="checkbox"/> Social learning theory <input type="checkbox"/> Deindividuation 	<p>Students must be able to describe, apply or evaluate the theories of aggression.</p> <p>Students should be able to discuss the real-world applications of aggression.</p>

<p>Real world Applications:</p> <ul style="list-style-type: none"> □ Media Influences <ul style="list-style-type: none"> • Desensitization, disinhibition, and priming 	
<p>2.2 Relationships (15 hours)</p>	
<p>Factors affecting attraction</p> <ul style="list-style-type: none"> □ Evolutionary explanations □ Self-disclosure □ Physical attractiveness □ Filter theory <p>Theories of romantic relationships</p> <ul style="list-style-type: none"> □ Social exchange theory □ Equity theory □ Rusbult's investment model □ Duck's phase model <p>Real world Applications</p> <ul style="list-style-type: none"> □ Virtual relationships in social media □ Parasocial relationships 	<p>Students must be able to describe, apply or evaluate the theories of relationships.</p> <p>Students should be able to discuss the real-world applications of relationship theories.</p>
<p>2.3 Debates & Issues (10 hours)</p>	<p>Additional Guidance</p>
<ul style="list-style-type: none"> □ Gender and culture □ Free will and determinism □ Nature and nurture □ Holism and Reductionism □ Ethics and social sensitive research □ Comparison of Approaches 	<p>Students need to understand and explain the key concepts and arguments.</p> <p>Students should be able to apply the knowledge of this unit to discuss to evaluate theories, studies, and case studies in psychology.</p>
<p>2.4 Psychopathology (15 Hours)</p>	
<ul style="list-style-type: none"> □ Definitions of Abnormality □ Understand the idea of decolonisation of psychology (articles will be provided). □ Study: Rosenhan (1973) On being sane in insane places. □ Reading Share Discussion 1: Students research and share culture specific psychology pathologies □ Phobias □ Behavioral explanation and treatment of phobias □ Obsessive compulsive disorder □ Biological explanations and treatment of OCD (obsessive compulsive disorder) □ Reading Share Discussion 2 □ OPTIONS: 	<p>Students must be able to describe, apply and evaluate the key concepts and theories in this module.</p> <p>Students must be able to evaluate Rosenhan's study.</p> <p>In this module, students are actively encouraged to read further around the topics and contribute to class discussions.</p> <p>Reading shares will require that each student only locate one peer-reviewed article on the given topic. Submit articles, understand, and summarize the content and share informally with students in a small group during lesson time.</p>



- Students research and share **contemporary research about phobias** (2014 onwards) and share with informally with peers - no PowerPoints
 - OR**
 - Students research contemporary **research about OCD** (2014 onwards) and share informally with peers. no PowerPoints
-

NB. The remaining guided learning hours will be used for coursework and conference preparation.

TOTAL 140 HOURS

ASSESSMENT OVERVIEW

Assessment Objectives

Assessment Objectives* (AOs) are designed for Level 3 Psychology specifications. The Psychology UFP will place a stronger emphasis on Psychology in an international context, compared to other Level three qualifications.

	Objective	Weighting
A01	Demonstrate knowledge and understanding of psychological ideas, processes, techniques, and procedures.	30-35%
A02	Apply knowledge and understanding of psychological ideas, processes, techniques and procedures in a theoretical context, practical context and when different types of handling data.	25-30%
A03	Analyse, interpret and evaluate psychological information, ideas, and evidence about psychological issues, to make judgements and reach conclusions and develop and refine practical design and procedures.	30-35%
A04	Communicate (verbal and written) explanations and evaluations in a clear and structured manner, making use of a range of relevant evidence, appropriate vocabulary, and references. Proper academic conventions are used where appropriate.	10-15%

Assessment Objectives	Coursework 1 Annotated Bibliography	Coursework 2 Essay and Poster Presentation	Topic Tests Four end of topic tests on Digi-exam	Controlled Assessments January & June	OFQUAL Overall weighting requirements
Course Weighting	10%	30%	30%	30%	
A01	30%	30%	25%	35%	30-35%
A02	20%	25%	30%	25%	25-30%
A03	35%	30%	25%	30%	30-35%
A04	15%	15%	20%	10%	10-15%

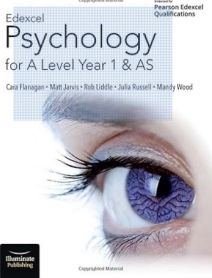
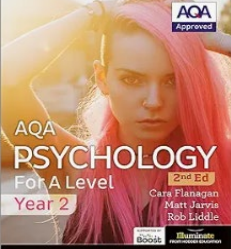
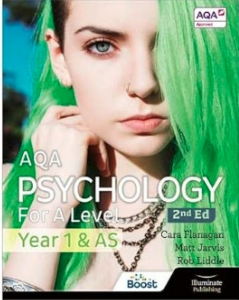
ASSESSMENT STRUCTURE

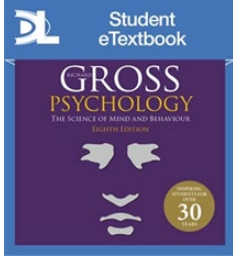
Element	Objectives	Task	Percentage of final Grade
<p>Coursework One</p> <p>Annotated Bibliography</p>	<ul style="list-style-type: none"> Learn to get information from academic texts. Format of peer reviewed articles in psychology. Academic notetaking: annotated bibliography Paraphrasing APA Referencing Issues with research to use for evaluation. 	<ul style="list-style-type: none"> Identify a question of interest from Gross (2018) Find five academic articles (experiment, observation, meta-analysis, survey, interview) Read, annotate, summarize: Produce Annotated Bibliography. 	<p>10%</p> <ul style="list-style-type: none"> AO1 – academic skills for working with information. AO2 - application to research articles AO3 – evaluate research methods.
<p>Coursework Two</p> <p>Presentation</p> <p>Design and write up the script for a presentation.</p> <p>Delivering a presentation</p> <p>Listening to a presentation/lecture</p>	<ul style="list-style-type: none"> Subject specific academic English development: presentations Use paraphrasing and referencing correctly and effectively. Given an account of outcomes of a self-directed learning task. Share learning and findings with an audience of peers. Evaluation with debates & issues and approaches. 	<ul style="list-style-type: none"> Write a short literature review. Based on your annotated bibliography. Design a research proposal, to investigate the topic that you have chosen. Present background, and research proposal through presentation to your peers. 	<p>20%</p> <ul style="list-style-type: none"> AO1 – knowledge gained through own research. AO3 – evaluation AO4 – academic speaking and listening.

<p>Summary of two presentations</p>	<ul style="list-style-type: none"> • Listening to a lecture/ peer presentation • Taking sufficient notes to write a coherent summary. • Organize information clearly and coherently, using specialist vocabulary. • Practice communication through 	<ul style="list-style-type: none"> • Identify two speakers whose presentations are comprehensible and coherent. • Make notes of the presentation • Write up the notes on the summary template. • Add your own critique to the summaries. 	<p>10%</p> <ul style="list-style-type: none"> • AO1 – knowledge gained from peers. • AO3 – evaluation • AO4 – academic speaking and listening.
<p>Multiple Choice Topic Tests on Digi</p> <p>MCQ1 Approaches & Research Methods</p> <p><i>(20 marks)</i></p> <p>MCQ2 Social and Cognitive Psychology</p> <p><i>(20 marks)</i></p> <p>MCQ3 Biopsychology & Aggression</p> <p><i>(20 marks)</i></p> <p>MCQ 4 Relationships</p> <p><i>(10 marks)</i></p>	<ul style="list-style-type: none"> • Knowledge of topics, research methods, debates & issues, and approaches. • Repeated practice & recall • Show understanding of psychological concepts and theories and apply these to real life examples 	<ul style="list-style-type: none"> • Revise topics and sit a ten -20-mark tests on Digi-Exam • <i>(This will be available on DigiExam Exam officers to activate at the time when colleges are ready to take it throughout the year, at the end of each topic.)</i> 	<p>30 %</p> <ul style="list-style-type: none"> • AO1 – knowledge of topics • AO2 – application of topic information • AO4 – communicating findings to peers in writing and speaking.

<p>Reading Share Discussions on Psychopathology</p>	<ul style="list-style-type: none"> • Become adept at finding and choosing appropriate resources to support your own learning. • Use technology effectively to support own learning, communication, and collaboration with others. • Share learning and findings with peers. 	<ul style="list-style-type: none"> • <i>(10 marks)</i> • <i>Reading Shares are in lieu of multiple-choice quiz on psychopathology.</i> • Students find one peer-reviewed article on the topic • read, understand, and summarize the article. • submit article in shared space • share notes, explain, and lead group discussion on strengths and weaknesses of the study. 	
<p>Final Controlled Assessment</p> <p>On Digi-exam</p>	<ul style="list-style-type: none"> • Applying subject knowledge and academic skills developed in the course to answer research methods, application and discussion questions on debates and issues. 	<ul style="list-style-type: none"> • Part 1 – Short answer questions about research methods from excerpt of a peer reviewed article. • Part 2 – Design a research study for a given scenario. • Part 3 – Extended Essay: discussion of a pre-released choice of question about a psychological debate 	<p>30%</p> <ul style="list-style-type: none"> • AO1 – knowledge of research methods and process • AO2 – application of knowledge to design a study. • AO3 – discuss a psychological debate in context of a given topic.

TEXTBOOKS

Strong Recommendation		
	<p>Flanagan, C, et al (2018) Edexcel</p> <p>Psychology for A level Year 1 and AS.</p> <p>Student Book: Paperback.</p> <p>ISBN 10: 1911208594</p>	<p>Use for Module 1 Foundations and Research Methods.</p>
	<p>Flanagan, Jarvis, M, & Liddle, R (2020) AQA</p> <p>Psychology for A Level</p> <p>Year 2 Student Book:</p> <p>2nd Paperback</p> <p>ISBN 10: 1912820463</p>	<p>Use for Module 2 Applications</p>
<p>Additional Reading:</p>		
	<p>Flanagan, Jarvis & Liddle (2020)</p> <p>AQA Psychology for A Level Year 1 & AS</p> <p>Student Book: 2nd edition</p> <p>ISBN 10: 1912820420</p>	<p>Useful additional resource.</p> <p>You will only be assessed on content from p.136-157 in this book – and these pages will be made available to you online by your teacher.</p>

	<p>Gross, R. (2022) Psychology the Science of Mind and Behaviour. Student e-book.</p> <p>Hodder Education, 8th edition</p> <p>Available for £10 1-year access from: https://www.hoddereducation.co.uk/subjects/psychology/products/16-18/psychology-the-science-of-mind-and-behaviour-8-(1)</p>	<p>Use as a resource for additional reading around topics and design coursework research.</p>

SUGGESTED REVISION WEBSITE SOURCES

Simply Psychology	https://www.simplypsychology.org/
Psychology Wizard	https://www.psychologywizard.net/
PsychBoost	https://www.youtube.com/@PsychBoost
Crashcourse	Crash Course Psychology Preview - YouTube

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