Psychology Curriculum Overview – Year 12 A Level

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
		Autı	umn Term 1			
Approaches (With BioPsychology)	 Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: Learning approaches: The behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. 	Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill) Apply psychological knowledge and understanding to novel scenarios (AO2 Skill) Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill) Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)	Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate) Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.	Seneca Learning Revision for in class assessments Flipped Learning tasks	 This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: Grateful when understanding how Psychological knowledge and understanding has developed and improved over time. Service and Sacrifice in the context of the theoretical and empirical contributions made by founding fathers of Psychological approaches. Solidarity and common good in applying Psychological 	Approaches underpins all learning in Psychology and is used synoptically throughout the A Level Course

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The biological approach:		approached to
the influence of genes,		real life
biological structures		Mutual respect
and neurochemistry on		for different
behaviour. Genotype		beliefs when
and phenotype, genetic		evaluating and
basis of behaviour,		appreciating
evolution and behaviour.		different
The psychodynamic		perspectives in
approach: the role of the		explaining behaviour.
unconscious, the		benaviou.
structure of personality,		Cultural Capital:
that is Id, Ego and		Using formal
Superego, defence		language and
mechanisms including		Psychological
repression, denial and		terminology to
displacement,		improve
psychosexual stages.		literacy
Humanistic Psychology:		Widen
free will, self-		students'
actualisation and		contextual
Maslow's hierarchy		understanding
of needs, focus on the		with a
self, congruence, the role		'watchlist',
of conditions of worth.		signposting
The influence		high quality
on counselling		documentaries
Psychology.		films and
Comparison of approaches.		reading
approacties.		Opportunities
		to improve
		Oracy through
		presentation
		and debates
		Building
		Schema and
		connections to
		the wider world
		Thinking Critically about
		Critically about
		aspects of

					culture, and	
					developing	
					cultural	
					awareness and	
					appreciation of cultural	
					variations both	
					across and	
					within cultures.	
					within cultures.	
					Cross-curricular: CC	
					Links to most other A	
					Level and BTEC subjects.	
					In particular, Sociology,	
					BTEC Applied	
					Psychology, Govt and	
					Politics, English, History,	
					Biology and Philosophy	
					Careers: Psychology is an	
					applied subject.	
					Therefore, there are	
					regular opportunities to	
					explore the many areas	
					of work that Psychology	
			umn Term 2		can lead to.	
Research	Experimental method.	Knowledge and	Range of Formal and informal	Seneca	This unit will fit well and	Research
Methods	Types of experiment,	understanding of research	assessments including:	Learning	can link well with almost	methods is
Methous	laboratory and field	methods (AO1Skills),	assessments melading.	Leanna	Catholic Social Teaching	applied assessed
	experiments; natural and	practical research skills and	Regular exam focused timed	Revision for in	and Ursuline Values.	on all three
		mathematical skills ethical	assessments in class ranging	class	and Orsume values.	papers and in
	quasi-experiments.Observational	practical research activities,	from multiple choice to	assessments	In particular:	the context of all
		involving:	extended 16 mark questions		United in	units. It is an
	techniques . Types of observation: naturalistic		focusing on AO1, 2 and 3 skills	Flipped	Harmony when	applied skill and
	and controlled	 designing research 		Learning tasks	discussing the	students are
		 conducting research 	End of topic assessment (with		impact of	expected to
	observation; covert and	 analysing and 	integrated RM where		research on	make links
	overt observation;	interpreting data.	appropriate)		the scientific	through
	participant and non-				community	evaluation as
	participant observation.					

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	Self-report techniques.	In carrying out practical	Self-assessments and	and how it	well as
	Questionnaires;	research activities, students	reflections on learning and	impacts wider,	application.
	interviews, structured	will manage associated risks and use information and	feedback	local and	
	and unstructured.		Accorrent chacks during	international	
	• Correlations . Analysis of	communication technology (ICT). (AO2 Skills)	Assessment checks during lessons which include	communities. Truth and 	
	the relationship between		questioning techniques,	 Truth and Justice when 	
	co-variables. The		quizzes, Exit tasks, Peer	looking at the	
	difference between		instruction/Presentations and	integrity of	
	correlations and		more.	empirical	
	experiments.			research and	
9	Scientific processes			the heavy price	
	• Aims: stating aims, the			we can pay for	
	difference between aims			fraudulent or	
	and hypotheses.			faulty research	
	Hypotheses: directional			 Solidarity and 	
	and non-directional.			common good	
	• Sampling: the difference			when	
	between population and			discussing the	
	sample; sampling			importance of	
	techniques including:			scientific	
	random, systematic,			research	
	stratified, opportunity			Cultural Capital:	
	and volunteer;			Using formal	
	implications of sampling			language and	
	techniques, including bias			Psychological	
	and generalisation.			terminology to	
	 Pilot studies and the aims 			improve	
	of piloting.			literacy	
	 Experimental designs: 			Widen	
	 Experimental designs. repeated measures, 			students'	
	independent groups,			contextual	
	matched pairs.			understanding	
				with a	
	•			'watchlist',	
	behavioural categories;			signposting	
	event sampling; time			high quality	
	sampling.			documentaries	
	Questionnaire			films and	
	construction, including			reading	
	use of open and closed				

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questions; design of		Building
interviews.		Schema and
 Variables: manipulation 		connections to
and control of variables,		the wider world
including independent,		Understanding
dependent, extraneous,		that research
confounding;		can feed into
operationalisation of		changes in law,
variables.		for example,
Control: random		the impact of
allocation and		research on the
counterbalancing,		economy and
randomisation and		health policy.
standardisation.		Understanding data and how
		to interpret and
Demand characteristics		draw
and investigator effects.		conclusions, as
Ethics, including the role		well as thinking
of the British		Critically
Psychological Society's		regarding its
code of ethics; ethical		application and
issues in the design and		use.
conduct of psychological		
studies; dealing with		Cross-curricular: CC
ethical issues in research.		Links to most other A
• The role of peer review in		Level and BTEC subjects.
the scientific process.		In particular, Sociology,
The implications of		BTEC Applied
psychological research		Psychology, Maths, Govt
for the economy.		and Politics, Science,
Data handling and analysis		Geography, Economics
Quantitative and		
qualitative data; the		Careers: Psychology is
distinction between		an applied subject.
qualitative and		Therefore, there are
-		regular opportunities to
quantitative data		explore the many areas
collection techniques.		of work that Psychology
Primary and secondary		can lead to.
data, including meta-		
analysis.		

	 Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. Presentation and display of quantitative data: 					
	 graphs, tables, scattergrams, bar charts. Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. 					
		Spr	ing Term 1	•		
Attachment.	 Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. 	 demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. (AO1Skills): apply psychological knowledge and 	Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate)	Seneca Learning Revision for in class assessments Flipped Learning tasks	This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: • Grateful when understanding how Psychological knowledge and	Attachment links to learning on Biological Psychology and Relationships in Year 2

 Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a Critically period and an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van ljzendoorn. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood and adult relationships, including the role of an internal working model. 	 understanding. (AO2 Skills): analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. (AO3 Skills): evaluate therapies and treatments including in terms of their appropriateness and effectiveness. (AO3 Skills): 	understanding has developed and improved over time. • Service and Sacrifice in the context of the theoretical and empirical contributions made by founding fathers of Psychological approaches. • Solidarity and commo good in applying Psychological approached to real life • Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining behaviour. Cultural Capital: • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding
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		with a
		'watchlist',
		signposting
		high quality
		documentaries
		films and
		reading
		Opportunities
		to improve
		Oracy through
		presentation
		and debates
		Building
		Schema and
		connections to
		the wider world
		• Thinking
		Critically about
		aspects of
		culture, and
		developing
		cultural
		awareness and
		appreciation of
		cultural
		variations both
		across and
		within cultures.
		Cross-curricular: CC
		Links to most other A
		Level and BTEC subjects.
		In particular, Sociology,
		BTEC Applied
		Psychology, Govt and
		Politics, English, Biology
		and Philosophy and
		Ethics
		Eulius
		Comercia Develo de servite
		Careers: Psychology is
		an applied subject.

Psychopathology.	 Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive 	 demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding. analyse, interpret and evaluate 	ing Term 2 Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate)	Seneca Learning Revision for in class assessments Flipped Learning tasks	Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: • Listening and attentive. Exploring how they feel about mental health and misconceptions	Psychopathology links closely to Schizophrenia in Year 2
	 disorder (OCD). The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. The biological approach to explaining and treating OCD: genetic and neural 	 psychological concepts, theories, research studies and research methods. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.		 they may have. Dignity and compassion. Are all treatments ethical and treat patients with dignity and Compassion Rights and responsibility of those that are suffering with mental health issues and those who care for them from family to professionals and govts) Cultural Capital: 	

explanations; drug		Using formal
therapy.		language and
		Psychological
		terminology to
		improve
		literacy
		Widen
		students'
		contextual
		understanding
		with a
		'watchlist',
		signposting
		high quality
		documentaries
		films and
		reading
		 Opportunities
		to improve
		Oracy through
		presentation
		and debates
		Building
		Schema and
		connections to
		the wider world
		Thinking
		Critically about
		aspects of
		culture, and
		developing
		cultural
		awareness and
		appreciation of
		cultural
		variations both
		across and
		within cultures.
		within cultures.
		Crease survisularia CC
		Cross-curricular: CC
		Links to most other A

					Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Ethics Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to.	
		Sum	mer Term 1			
Memory	 The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting: proactive and retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness 	 demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues. apply psychological knowledge and understanding. analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. 	Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate) Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.	Seneca Learning Revision for in class assessments Flipped Learning tasks	This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: • Grateful in the context of understanding how complex and difficult it is to really understand how our memories work, and that they are based on abstract ideas where technology has really impacted our understanding positively.	Memory is closely linked to research methods as there is a lot of content based on research studies

testimony: misleading	 Forgiveness and
information, including	mercy when
leading questions and	learning about
post-event discussion;	eye witness
anxiety.	testimony and
Improving the accuracy of	a flawed justice
eyewitness testimony,	system
	 Dignity of the
including the use of the	human person
cognitive interview.	in
	understanding
	the impact of
	forgetting.
	Cultural Capital:
	 Using formal
	language and
	Psychological
	terminology to
	improve
	literacy
	Widen
	students'
	contextual
	understanding
	with a
	'watchlist',
	signposting
	high quality
	documentaries
	films and
	reading
	Opportunities
	to improve
	Oracy through
	presentation
	and debates
	Building Schema and
	connections to
	the wider world
	• Thinking
	Critically about

Social Influence •						aspects of	
Social Influence Types of conformity: A demonstrate Regular examples Regularexamples						culture, and	
Social Influence • Types of conformity: internalisation, dentification and compliance. Explanations for conformity: influence and normative served and the served and served a						developing	
Social Influence• Types of conformity: internalisation, for conformity: influences and normative spechological for conformity:• demonstrate knowledge and understate knowledge and research studies, extended 1 for exsertmented exser						cultural	
Social Influence• Types of conformity: internalisation, for conformity: informational social influence and normative• emperation separational social psychological psychological ensemble separational social influence and normative separational social influence and normative separational social influence and normative• emperation separational social payschological separational social influence and normative separational s							
Social InfluenceY Types of conformity: informational social of compliance. Explanational of conformity: informational social influence and normativeA sessements in class ranging and ethical issues.I served and STC assessments in class ranging from understanding of means research studies, research studies, re							
Social Influence• Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social informational social informatio							
Social Influence• Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative coracial influence and normative influence and normative influe							
Social InfluenceTypes of conformity: informational social informational social infor							
Social Influence • Types of conformity: • demonstrate Range of Formal and informal Seneca This unit will fit well and thical issues. Links to Social Influence • Types of conformity: • demonstrate Range of Formal and informal assessments including: Seneca This unit will fit well and thical issues. Links to Social Influence • Types of conformity: • demonstrate Range of Formal and informal assessments including: Seneca This unit will fit well and can link well with almost can link well well well well well almost can link well well almost can link well						within cultures.	
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Image: second						Ethics	
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Image: second						an applied subject.	
Image: space s						Therefore, there are	
Image: space s						regular opportunities to	
Image: space s						explore the many areas	
Social Influence Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence and normative • demonstrate knowledge and understanding of psychological concepts, theories, research methods and ethical issues. Range of Formal and informal assessments including: Seneca Learning This unit will fit well and can link well with almost Learning Links to Aggression in Catholic Social Teaching and Ursuline Values. Image: Description of the teaching influence and normative social influence and Image: Description of teaching and ethical issues. Image: Description of teaching assessments in class ranging from multiple choice to and ethical issues. Image: Description of teaching assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills Image: Description of teaching assessments Image: Description of teaching and Ursuline Values.							
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internalisation, identification and compliance. Explanations for conformity: influence and normative social influence andknowledge and understanding of psychological concepts, theories, research studies, and ethical issues.assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skillsLearningcan link well with almost Catholic Social Teaching and Ursuline Values.Aggression in Year 2, and issues and debates	Social Influence	• Tupos of conformity		1	Sonoca	This upit will fit wall and	Links to
identification and compliance. Explanations for conformity: informational social influence and normative social influence and				-			
indentified controlpsychologicalRegular exam focused timedRevision for inand Ursuline Values.issues andcompliance. Explanationspsychologicalconcepts, theories,assessments in class rangingclassand Ursuline Values.issues andfor conformity:research studies,research methodsfrom multiple choice toassessmentsassessmentsassessmentsIn particular:influence and normativeand ethical issues.focusing on AO1, 2 and 3 skillsFlippedFlippedin the pursuit of		-	-	assessments including.	Leanning		
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informational social influence and normative social influence andresearch studies, research methods and ethical issues.from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skillsassessments FlippedIn particular: • Leading others in the pursuit of						and Ursuine values.	
influence and normative social influence and			-			la senticular	
influence and normative and ethical issues. focusing on AO1, 2 and 3 skills Flipped • Leading others in the pursuit of				-			
social influence and in the nursuit of					Flipped	_	
• apply psychological Learning tasks			 apply psychological 		Learning tasks	-	
variables affecting knowledge and End of topic assessment (with Justice when				End of topic assessment (with	_		
conformity including understanding. integrated RM where the mechanics			•			_	
group size, unanimity and		group size, unanimity and		appropriate)		the mechanics	
and evaluate							

	ngyahalagiaal	Colf accorrents and	of Cogial
task difficulty as	psychological concepts, theories,	Self-assessments and reflections on learning and	of Social influence
investigated by Asch.	-	feedback	
Conformity to social roles	research studies and research methods.	Teeuback	Tolerance and
as investigated by		Assessment checks during	peace can link
Zimbardo.	 evaluate therapies 	lessons which include	well to the
Explanations for	and treatments		whole topic and
obedience: agentic state	including in terms of	questioning techniques,	the continuous
and legitimacy of	their	quizzes, Exit tasks, Peer instruction/Presentations and	discussion of social influence
authority, and situational	appropriateness and		
variables affecting	effectiveness.	more.	used both for
obedience including			good and evil.
_			However, it
proximity and location, as			would fit
investigated by Milgram,			especially well
and			in learning of the Stanford
uniform. Dispositional			
explanation for			prison exp and
obedience: the			obedience.
Authoritarian Personality.			Stewardship
Explanations of			when looking at
resistance to social			leading others
influence, including social			into good.
support and locus			Cultural Capital:
of control.			Using formal
			language and
			Psychological
including reference to			terminology to
consistency, commitment			improve
and flexibility.			literacy
The role of social			Widen
influence processes in			students'
social change.			contextual
			understanding
			with a
			'watchlist',
			signposting
			high quality
			documentaries
			films and
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			to improve

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		Critically about
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		Level and BTEC subjects.
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		Psychology, Govt and
		Politics, English, Biology
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		Careers: Psychology is
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1		