



PSYCHOLOGY A LEVEL	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is working beyond the expected progress for this point within the course.
YEAR 13 AUTUMN	<p>Students working towards expected outcomes in Year 13 can:</p> <ul style="list-style-type: none"> • Use some key terminology to describe and evaluate issues and debates in psychology and basic concepts within forensic psychology. • Apply basic research methods knowledge to exam-style questions, with occasional use of mathematical skills. • Attempt to evaluate theories or studies using simple PEEL paragraphs, though may lack detail or coherence. • Begin to apply synoptic links between topics, though these may be underdeveloped or inaccurate. 	<p>Students working at expected in Year 13 can:</p> <ul style="list-style-type: none"> • Use accurate key terminology to explain and evaluate a range of issues and debates in psychology, including cultural bias, ethical implications, and determinism vs free will. • Accurately describe and evaluate theories and research in forensic psychology, applying these to scenario-based questions. • Confidently apply research methods knowledge, including experimental designs, inferential statistics, and ethical considerations, to a range of past paper questions. • Construct detailed PEEL paragraphs to assess strengths and limitations of theories and studies. • Accurately apply mathematical skills to psychology data interpretation and analysis questions. 	<p>Students working beyond expected in Year 13 can:</p> <ul style="list-style-type: none"> • Use an extensive range of key terminology to comprehensively explain, analyse, and evaluate complex issues and debates in psychology, showing critical awareness. • Fully explain, apply, and critically evaluate a wide range of forensic psychology, schizophrenia, and relationships theories and research, integrating named studies and key debates. • Confidently apply research methods knowledge, including complex inferential statistical tests (e.g., Chi-squared, Mann-Whitney, Wilcoxon) and interpret significance levels with precision. • Construct sophisticated PEEL evaluation paragraphs, integrating synoptic links and wider debates (e.g., nature vs nurture, ethical implications, idiographic vs nomothetic). • Apply research methods knowledge creatively and independently, designing, conducting, and analysing their own psychological investigations. • Confidently handle mathematical data interpretation tasks and calculations required by the specification.



SPRING	<ul style="list-style-type: none">• Recall main symptoms and classifications of schizophrenia and outline basic explanations of romantic relationships.• Show a developing ability to write essays for Schizophrenia and Relationships topics at Band 3• Recall some content from Year 12 topics but may struggle under timed, exam-style conditions.	<ul style="list-style-type: none">• Accurately describe and evaluate theories and research in the schizophrenia and relationships topics, applying these to scenario-based questions.• Consistently answer essay questions on Schizophrenia and Relationships at Band 3 or above• Recall and apply Year 12 content (including memory, attachment, biopsychology, and approaches) accurately under exam conditions• Make appropriate synoptic links between Year 12 and Year 13 content, using issues and debates to deepen analysis.	<ul style="list-style-type: none">• Fully explain, apply, and critically evaluate a wide range of schizophrenia and relationships theories and research, integrating named studies and key debates.• Construct detailed and coherent essays on the schizophrenia and relationships topics, achieving band 4.• Demonstrate excellent recall and application of all Year 12 content under timed exam conditions with accuracy and fluency.• Consistently make insightful synoptic links between different areas of the specification, including biopsychology, approaches, and research methods.
SUMMER	<ul style="list-style-type: none">• Use revision techniques to recall some accurate knowledge and evaluation under formal examination conditions	<ul style="list-style-type: none">• Use a range of effective revision techniques to accurately recall knowledge and evaluation under formal examination conditions for all three A level papers	<ul style="list-style-type: none">• Use a sophisticated range of effective revision techniques to accurately recall knowledge and evaluation under formal examination conditions for all three A level papers, achieving exceptional outcomes

