			St. Mary's Cathol	ic High School (20	016-2017) PSYCH	OLOGY LTP		
					with CURRICULUM			
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module	Module	Module	Module	Module	Module	Module	Module
	CHAPTER 1: ABOUT PSYCHOLOGY	CHAPTER 1: ABOUT PSYCHOLOGY	CHAPTER 2: DEVELOPING THROUGH THE LIFESPAN	CHAPTER 2: DEVELOPING THROUGH THE LIFESPAN	CHAPTER 2: DEVELOPING THROUGH THE LIFESPAN	CHAPTER 3: BIOLOGY OF THE MIND	CHAPTER 3: BIOLOGY OF THE MIND	CHAPTER 3: BIOLOGY OF THE MIND
	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.
Term 1	(1) To define psychology; (2) To outline the historical roots and developments of psychology as a science	(1) To enumerate the steps to scientific methods and identify the basic types of research methods; (2) To evaluate ethical considerations regarding research on humans	(1) To cite the themes and issues of development; (2) To describe the main	To describe the main developmental milestones (i.e., the biological, cognitive, and social aspects) of adolescence	To describe the main developmental milestones	To determine the aspects of the study of the brain that	(1) To define sensation and the basic principles of sensory system; (2) To illustrate the different types of senses	<u> </u>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Module	Module	Module
	CHAPTER 4: LEARNING AND THINKING	CHAPTER 4: LEARNING AND THINKING	CHAPTER 4: LEARNING AND THINKING	CHAPTER 4: LEARNING AND THINKING	CHAPTER 5: EMOTION AND MOTIVATION	CHAPTER 5: EMOTION AND MOTIVATION	CHAPTER 5: EMOTION AND MOTIVATION	CHAPTER 5: EMOTION AND MOTIVATION
n 1	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.
Term	To examine the principles of classical conditioning	To explore the principles of operant conditioning	(1) To discuss the process of memory; (2) To determine the connection between learning and memory	(1) To define and describe intelligence; (2) To identify the determinants of intelligence		To analyze and have an indepth look at one emotion: Happiness	To explain thirst and hunger as basic biological motivation	To explain achievement and self-esteem as social motivation
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Module	Module	Module	Module	Module	Module	Module	Module
	CHAPTER 6: CONSCIOUSNESS AND SLEEP	CHAPTER 6: CONSCIOUSNESS AND SLEEP	CHAPTER 6: CONSCIOUSNESS AND SLEEP	CHAPTER 7: PERSONALITY THEORIES	CHAPTER 7: PERSONALITY THEORIES	CHAPTER 7: PERSONALITY THEORIES	CHAPTER 8: ABNORMALITY AND ADJUSTMENT	CHAPTER 8: ABNORMALITY AND ADJUSTMENT
n 2	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.
Term 2	To define what consciousness is and identify the levels of consciousness	(1) To outline the natural states of consciousness; (2) To list the different sleep disorders	To examine the altered states of consciousness	To define and describe the basic components of Freud's model of the personality	To enumerate the different	To explore the humanistic and biological perspectives of personality	To name each of the common psychological disorders	To outline the various approahes to disorders and psychotherapies
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Module	Module	Module	Module	Module	Mo	dule	
	CHAPTER 8: ABNORMALITY AND ADJUSTMENT	CHAPTER 8: ABNORMALITY AND ADJUSTMENT	CHAPTER 9: SOCIAL PSYCHOLOGY	CHAPTER 9: SOCIAL PSYCHOLOGY	CHAPTER 10: ENVIRONMENTAL DETERMINANTS OF BEHAVIOR AND PROCESSES OF SOCIALIZATION	AND PROCESSES	L DETERMINANTS OF BEHAVIOR OF SOCIALIZATION	
2	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learni	ng Obj.	NOIS
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Tei	(1) To define health pyschology and stress; (2) To name the social, emotional, and cognitive influences on health	9 1 1 9	To define attitude and distinguish its three traditional components	To explore the various theories relating to social influence and group processes		To differentiate deprivation and	stimulating environment	REVI
			GRADE 10 LON	G TERM PLAN wit	h CURRICULUM STA	ANDARDS		
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module	Module	Module	Module	Module	Module	Module	Module
	Biology of the Eye	Depth Cues	Visual Illusion	Gregory's Theory	Muller-Lyer Experiment	Human Ethics	Gestalt Laws	Comparing Gestalt and Gregory's Theory
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
_	1. To identify the key parts of	1. To recognize and	1. To identify different types of		1. To understand the	1. To indentify ethical issues in	1. To identify examples of	1. To recognize the differences
\sim	the eye and how they work.	understand monocular and	visual illusion.	Gregory's illusion.	experimental methods.	experiment with human		between the Gestalt theory
F	2. To identify the key parts of	binocular depth cues.			•	participants.		and Gregory's theory and their
	the brain that relate to vision	2. To understand size				2. To understand ways to minimize this ethical issue.	_	relative strengths and
		constancy.				minimize this ethical issue.		weaknesses.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Module	Module	Module
	Schema Theory	Bartlett	Palmer, Carmicheal et al	Eyewitness Testimony	Experimental Method	Drawing the Theories	Revision	Revision
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	1.To understand schema	1. To understand and evaluate	1. To understand and evaluate		1. To evaluate the	1. Explain how to answer		1. To be assessed and see if
	theory.	Bartlett study.	3	theory can apply to	'	•	•	they are on target.
TERM 1			2. To understand and evaluate	eyewitnesses.		2. Dsicuss how to answer the		2. To use a past paper to see
ER			Carmichael et al study		results of experiments can be presented.	5 .	descriptions and evaluation. 3. To organize notes ready for	level that will be required. 3. To record their progress.
_					presented.		main exams revision	3. To record their progress.
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	WEEK 17 Module	WEEK 18 Module	WEEK 19 Module	WEEK 20 Module	WEEK 21 Module	WEEK 22 Module	WEEK 23 Module	WEEK 24 Module
						Module	Module Comparing Froud's theory and	Module
	Module Neuron and Synaptic transmission Learning Objectives	Module Activation Synthesis Learning Objectives	Module Freud's Theory of Dreaming Learning Objectives	Module Dream Analysis Learning Objectives	Module Case stdudies, The little Hans Learning Objectives	Module Comparing case studies and experiment Learning Objectives	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives	Module Sleep and sleep disorder clinic Learning Objectives
12	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of	Module Activation Synthesis	Module Freud's Theory of Dreaming	Module Dream Analysis	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature
RM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis	Module Freud's Theory of Dreaming Learning Objectives	Module Dream Analysis Learning Objectives To understand how dreams can be analysed.	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method.	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies.	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep.
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate	Module Freud's Theory of Dreaming Learning Objectives To understand and evaluate	Module Dream Analysis Learning Objectives To understand how dreams can be analysed. To understand how dream	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis	Module Freud's Theory of Dreaming Learning Objectives To understand and evaluate	Module Dream Analysis Learning Objectives To understand how dreams can be analysed.	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and weaknesses.	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems and how a sleep clinic help to
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis	Module Freud's Theory of Dreaming Learning Objectives To understand and evaluate	Module Dream Analysis Learning Objectives To understand how dreams can be analysed. To understand how dream	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and weaknesses.	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis	Module Freud's Theory of Dreaming Learning Objectives To understand and evaluate	Module Dream Analysis Learning Objectives To understand how dreams can be analysed. To understand how dream	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and weaknesses.	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems and how a sleep clinic help to
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis	Module Freud's Theory of Dreaming Learning Objectives To understand and evaluate	Module Dream Analysis Learning Objectives To understand how dreams can be analysed. To understand how dream	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and weaknesses.	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems and how a sleep clinic help to
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works.	Module Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis model of dreaming.	Module Freud's Theory of Dreaming Learning Objectives To understand and evaluate Freud's dream theory.	Module Dream Analysis Learning Objectives To understand how dreams can be analysed. To understand how dream analysis can help in therapy.	Module Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute Freud's study of little Hans.	Module Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and experimental methods.	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and weaknesses.	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems and how a sleep clinic help to solve the problem.
TERM 2	Module Neuron and Synaptic transmission Learning Objectives To identify the key parts of neuron and how it works. WEEK 25	Activation Synthesis Learning Objectives To understand and evaluate the activation- sysnthesis model of dreaming. WEEK 26	Freud's Theory of Dreaming Learning Objectives To understand and evaluate Freud's dream theory. WEEK 27	Dream Analysis Learning Objectives To understand how dreams can be analysed. To understand how dream analysis can help in therapy. WEEK 28	Case stdudies, The little Hans Learning Objectives To understand and evalaute the case study method. To understand and evalaute Freud's study of little Hans. WEEK 29	Comparing case studies and experiment Learning Objectives To indentify the ethical issues in case studies. To compare the case study and experimental methods. WEEK 30	Module Comparing Freud's theory and activation-sysnthesis Learning Objectives To recognize the differences between the theories and their relative strengths and weaknesses. WEEK 31	Module Sleep and sleep disorder clinic Learning Objectives To briefly identify the nature of the need for sleep. To understand sleep problems and how a sleep clinic help to solve the problem. WEEK 32

TERM 2	To understand psychoanalyst: who they work for; their roles; how they use dream analysis; the qualifications and skills they need.	To undestand the careers of educational, clinical and forensic psychologists. To recap case studies and experiments.	To understand factors affecting aggression and the evidence for these including: brain areas, hormones and social learning.	To understand and evaluate Anderson and Dill's study. Use Anderson and Dill's study to illustrate aspects of methodology and ehtics. Identify relevant key wordsor concepts and define them.	content analysis and evaluate	To understand how the experiment and content analysis are used to investigate aggression.	To revise topics on week 1-8	To revise topics on week 9 to 14
			GRADE 11 LON	G TERM PLAN wit	h CURRICULUM STA	ANDARDS		
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module	Module	Module	Module	Module	Module	Module	Module
	Censorship, Charlton et al and William et al.	Nature-nurture debate	Ramirez et al Study	Educational Psychologists, What do educational psychologists do?; How can you become one?	Classical Conditioning	Therapies and Little Peter (What can psychologist do to help people with phobias)	Clinical Psychologists (What do clinical psychologist do? How can you beomce one?)	Social Learning Theory, comparing Classical Conditioning and SLT)
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
TERM 1	To understand and evaluate Charlton et al study. To understand and evaluate William's et al study. To identify the types of censorship and reasons for them.	To identify the concepts and evidence that support nature and nurture arguments in aggression.	To understand and evaluate Ramirez study. Devise questionnaire for study and try them out.	To understand about educational psychologists *who they work for *their roles *The qualifications they need *the skills they need	To understand how it can explain phobias.	To identify the main features of flooding and systematic desensitisation. To consider the relative strengths and weaknesses of the therapies. To understand and evaluate Jones's study	skills they need.	To understand the principles of SLT. To understand how it can explain phobias. To identify the similarities and differences between the SLT and CC.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Mod	dule	-
						Nature-Nurture Debate		
	Animal Experiment (Ivan Pavlov)	Evolutionary Preparedness	Bennet-Levy and Marteau, Questionnaires and Heinrichs et al	Biology of criminality	Social explanation of criminality	Nature-Nur	ture Debate	
TERM 1	•	Evolutionary Preparedness Learning Objectives To understand the theory of preparedness. To use the theory of preparedness to predict likely phobic stimuli.	Questionnaires and Heinrichs et al Learning Objectives To understand and evaluate Bennet-Levy and Marteau's study.	Biology of criminality Learning Objectives To understand the biological factors affecting criminality and the methods psychologists use to investigate them including: family studies, adoption studies and twin studies.	criminality Learning Objectives To understand social factors affecting criminality, including:	Learning (To reapply understanding abou	Dbjectives It the nature-nurture debate to	REVISION
TERM 1	Pavlov) Learning Objectives To identify practical and ethical issues in animal experiments. To understand ways to minimize ethical issues. WEEK 17	Learning Objectives To understand the theory of preparedness. To use the theory of preparedness to predict likely phobic stimuli.	Cuestionnaires and Heinrichs et al Learning Objectives To understand and evaluate Bennet-Levy and Marteau's study. To identify the key features of questionnaires and evaluate the method. To understand and evaluate Heinrichs et aal study. WEEK 19	Learning Objectives To understand the biological factors affecting criminality and the methods psychologists use to investigate them including: family studies, adoption studies and twin	criminality Learning Objectives To understand social factors affecting criminality, including: family factors, childrearing and self-fulfilling prophecy. WEEK 21	Learning (To reapply understanding abou	Dbjectives the nature-nurture debate to t knowledge. WEEK 23	WEEK 24
TERM 1	Pavlov) Learning Objectives To identify practical and ethical issues in animal experiments. To understand ways to minimize ethical issues.	Learning Objectives To understand the theory of preparedness. To use the theory of preparedness to predict likely phobic stimuli.	Cuestionnaires and Heinrichs et al Learning Objectives To understand and evaluate Bennet-Levy and Marteau's study. To identify the key features of questionnaires and evaluate the method. To understand and evaluate Heinrichs et aal study.	Learning Objectives To understand the biological factors affecting criminality and the methods psychologists use to investigate them including: family studies, adoption studies and twin studies.	criminality Learning Objectives To understand social factors affecting criminality, including: family factors, childrearing and self-fulfilling prophecy.	Learning (To reapply understanding about a new area and consolidate tha	Objectives It the nature-nurture debate to the knowledge.	REVISIO
TERM 1	Pavlov) Learning Objectives To identify practical and ethical issues in animal experiments. To understand ways to minimize ethical issues. WEEK 17	Learning Objectives To understand the theory of preparedness. To use the theory of preparedness to predict likely phobic stimuli. WEEK 18	Cuestionnaires and Heinrichs et al Learning Objectives To understand and evaluate Bennet-Levy and Marteau's study. To identify the key features of questionnaires and evaluate the method. To understand and evaluate Heinrichs et aal study. WEEK 19	Learning Objectives To understand the biological factors affecting criminality and the methods psychologists use to investigate them including: family studies, adoption studies and twin studies. WEEK 20	criminality Learning Objectives To understand social factors affecting criminality, including: family factors, childrearing and self-fulfilling prophecy. WEEK 21	Learning (To reapply understanding about a new area and consolidate tha	Dbjectives the nature-nurture debate to t knowledge. WEEK 23	MEEK 54

TER	To apply the ideas of profiling to consolidate knowledge. To review the ethical and practical problems of gathering information from offenders	their roles, the qualifications they need, the skills they need. e ethical and olems of			study. Identify the important key point in the study. Evaluate the study in samples of sample size,			and evaluate Madon et al's and Theilgard's study. To identify bethodological issues and terms; researcher's bias, validity, ocial desirability, controls, socially sensitive research, interview and correlation.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
	Mod	dule	Мо	dule	Mo	dule	Mo	dule	
	Revision of T	opic A and B	Revision	n Topic C	Revision	n Topic D	Revision	n Topic E	
	Learning (-	· ·	Objectives		Objectives		Objectives	
2	To practice answering exam questions. To revisit material both description and evaluation. To organize notes ready for main exam revision. To be assessed and see if they are on target. To use a past paper to see level that will be required. Topic B: To understand how to answer questions on studies		illustrate arguments for and aga a factor in children's behaviour To become familiar with exam- To practice answering exam qu To revisit material both descrip To organise notes ready for ma To be assessed and see if they To use a past paper to see leve	To revisit material both description and style questions. To organise notes ready for main exam robe assessed and see if they are on target To use a past paper to see level that will are on target		lestions otion and evaluation in exam revision are on target	To use skills learned in the topic. To practise exam questions about the topic. To review their Unit One mock at the end of Year 10 •To practise exam question using past papers • Or review the past papers done over the last few weeks, to see areas of weakness and redo them. • Or focus on all multiple choice questions from as many past papers as are available • Or use questions and practise writing mark scheme answers • Or give candidate answers from examiner's reports for students to mark • Or they could mark the work of others (by agreement)		
					th CURRICULUM				
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
	Module	Module	Module	Module	Module	Module	Module	Module	
	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	
	research studies. 2. Discuss and introduce	obedience and the Agency theory of Obedience (Milgram. 1973) 2. Evalaute social impact theory (Latane' 1981).		Learning Objectives Describe and evaluate Tajfel's (1970) Social identity theory as explanation of prejudice. 2. Analyze Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.	obedience/prejudice ● Obedience is affected by personality.	researcher effects. 2. Describe what an alternate hypotheses? and evaluate the sample selection and techniques.	2. Analysis of quantitative data: calculating measures of central tendency, frequency tables, graphical presentation using a bar chart,	psychology.	

	Cognitive Psychology: The multi-store model and Episodic and Semantic Memory	Cognitive Psychology: Working Memory model and Reconstructive memory model.	Cognitive Psychology: Class	dy.	patients and a	e studies and brain damage analysis of data.		Cognitive Psychology: Experimental Methods and Issues.	
	Module	Module		dule	Module			dule	
	Learning Objectives	Learning Objectives	ŭ	Objectives	Learning Objectives			Objectives	
	Explore the multi-store model	Describe the working memory	Study and evaluate one classic s	3 0 1 3	A) Explain weaknesses in using		A) Describe the two types of ex		
	of memory and episodic and semantic memory.	model and reconstructive memory of model.	and two other contemporary st		patients with brain damage when exploring how memory works. B) Assess the value of using evidence from case studies to patients with brain damage when discussing models of memory in cognitive psychology.		experiment and evaluate them. B) Describe and evaluate the three participants design.		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
	Module	Module	Module	Module	Module	Module Cocial American	Module	Module	
	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	
	Evalaute classic study	Disucss and evalaute one	Discuss one key question of		Disuss various issuse and	Disuss various issuse and	One practical research exercise		
	Sherif et al. (1954/1961)	contemporary study from the	relevance to today's society,		deabtes in social psychology:	deabtes in social psychology:	to gather data	chapter 1.	
	Intergroup conflict and	following:Burger (2009),	discussed as a contemporary	. 3	Reductionism , Comparisons	Nature-nurture, n	relevant to topics covered in		
	cooperation: The Robbers	Reicher and Haslam (2006),	issue for society rather	<u> </u>	between ways of explaining	understanding of how	social psychology. This		
	Cave Experiment.	Cohrs et al. (2012)	than an academic argument.	•	behaviour using different	psychological	practical research exercise		
					themes, Psychology as a	understanding has developed	must adhere to ethical		
_					science, Culture and gender.	over time.lssues of social	principles in both content and		
Σ						control, The use of	intention.		
TERM						psychological knowledge in society, Culture and gender.			
	Cognitive Psychology: Statistics and analysis (and practicals)		Cognitive Psychology: D practical in	esigning and conducting vestigation	Cognitive Psychology: Cond	lucting practical investigation		for Cognitive Psychology tion	
	Mo	odule	Mo	dule	Mo	odule	Mo	dule	
	Learning	Objectives	Learning (Objectives	Learning	Objectives	Learning	Objectives	
	•	udy need to be known in order	A. Discuss the course requirement	·	A. Write the procedure of their		A. To revise the previous topics	. ,	
	for an appropriate statistical te		investigation for cognitive psycl		B. Prepare the materials for thi	<u> </u>	theories of memories. And prac	ctice answering questions from	
	B. Discuss the purpose of carry	ing out a statistical test on	B. Explore the research method	•	C. Do research for the practical	l investigation	the past papers.		
	qualitative data.		C. Explain how to carry out the	study.	D. Conduct the investigation.				
	C. Discuss the use of inferential	I statistical test in psychology.							
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
	Module	Module	Module	Module	Mo	odule	Module	Module	
			Biological Psychology: Brain						
	Biological Psychology:	Biological Psychology: Mode	functioning including	Biological Psychology:					
	Introduction to Biological	of function of heroin,	aggression and brain	Hormone: Freud's theory and		ogy: Correlation, Brain scanning,	Correlation and analysis of	Practical	
	Psychology	neurotransmitters (and key	lateralisation, evolution and	aggression (and key giestion).	Twin and add	option studies.	correlation		
		questions)	aggression (and key	(a.i.a ito) qiootioii).					
			questions)		_				
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning	Objectives	Learning Objectives	Learning Objectives	

Α	a. Describe what is meant by	A. Explain the mode of action	A. Explain the brain areas	A. Explain the role of hormone	A. Explain the differences between	een positive and negative	A. Discuss the use of	A. Outline the aim of the study
b	iological psychology and	of recreational drugs at the	according to how they might	in human behavior such as	correlation.			using a correlation design.
	0 . 5 . 05	synapse in the brain.	be linked to aggression.	aggression.	B. Explain when a researcher w	ould use a correlation design in		B. Describe how to gather the
	B. Describe what is meant by	B. Evaluate what is known	B. Evaluate the claim that it is	B. Evaluate the role of	psychology.	3		data for a correlation.
	ormone and genes.	about the effect of	the brain structures that gives	hormone in aggression.	C. Evaluate the use of correlation	ons in psychology.		C. Outline control used to
	3	recreational drugs on the	aggression in someone.	C. Discuss the biological		1 3 33	to using a scatter diagram.	make sure the data are either
		transmission process in the	C. Explore as to what extent	psychology in terms of how				reliable or valid.
		brain.	can the role of natural	biology affects an individual's			· ·	D. Explain the aim(s)/
		C. Use diagram to explain the	selection explain human	behavior.			_	procedure, result and
		structure of neuron in the	aggression.	D. Explain Freud's theory of			!	conclusion of the practical
		brain.	1 4 9 9 1 0 5 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	personality.				investigation that have been
		D. Explain how synaptic		E. Compare Freud's				carried out within biological
		transmission takes place.		psychodynamic idea about				psychology.
		E. Evaluate the process of		aggression with biological				psychology.
		synaptic transmission as a		explanation for aggression.				
		means of passing messages in		explanation for aggression.				
		the brain.						
		the brain.						
	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach
	Module	Module	Module	Module	Module	Module	Module	Module
	Leatning Objectives	Leatning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	o understand how learning	Describe and evalaute the	Describe and evaluate the	Describe and evalaute the	Emphasize use of the	Evalaute the study of Watson	One key question of relevance	Two observations in
	rom the environment effects	main features of Classical	main features of Operant	main features of social		and Rayner (1920) Little		conducting the practical
	onditioning, reinforcement,	conditioning	conditioning	learning theory,	J	Albert: Conditioned	discussed as a contemporary	research exercise, students
p	ounishment, the role of			including observation,	gathering of both	emotional reactions and other	,	must:
	eward			imitation, modelling and	1 .	one is study in the Learning		ensure that observations
a	nd social learning on the			vicarious reinforcement.	data.	approach.	<u> </u>	relate to an aspect of learned
0	organism.			2. Bandura (1961, 1963)				behaviour.
				original Bobo doll				ensure that observations
				experiments.				enable the gathering of both
								qualitative and quantitative
								data
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
		dule		idule		dule	Module	Module
_			-		-		Biological Psychology: Key	Mock exam : Biological
	Classic and conte	emporary studies	Biological psycholo	gy: Key Assumption	Biological Psychology:	Practical Investigation	Issues	Psychology
	Learning (Objectives	Learning	Objectives	Learning (Objectives	Learning Objectives	Learning Objectives
E	xplore one classic study and tw	wo other contemporary studies	A. Review how biological appro	each looks at chemical activity in	A. Device and conduct one prac	ctical, which must be a	A. Outline the key points of	A. Revise the content,
	rom the Biological Approach.	, ,	the brain, including how neuro	3	correlation collecting interval/ra		- ·	methodology, studies, Key
	V 11		enable messages to be transmi	- · · · · · · · · · · · · · · · · · · ·	group design.	3 '	3 3 3	issues and the investigation
			B. Examine how evolutionary p		B. Carry out a spearman test an	nd interpret the findings.	interest to psychologists in the	· ·
			characteristics are inherited via	-	C. Write up aim/ hypothesis, re		. 3	B. Look into the important key
			C. Explore how brain are lateris	•	using appropriate graph and a t	3	0 0	points.
					conclusion.		concept, ideas and theories	C. Use /practice using
							·	psychological terms in
								discussing points.
								J
		T		T		T		
	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories
	Module	Module	Module	Module	Module	Module	Module	Module
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives

TERM 2

TER	and Rayner (1920) Little Albert: Conditioned emotional reactions and other	study from the following: 1.Becker et al. (2002) 2.Bastian et al. (2011) 3.Capafóns et al. (1998)	question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument.	research exercise, students must: • ensure that observations relate to an aspect of learned behaviour. • ensure that observations enable the gathering of both qualitative and quantitative data • analyse the findings to produce results, including using a chi squared test • evaluate the studies in terms of validity, reliability, generalisability and credibility.	methodology; in the explicit focus of behaviourism on the measurable). 2.Analyze how culture relates to reinforcement patterns in learning theory as well as social learning theory.	methodology; in the explicit focus of behaviourism on the measurable). 2.Analyze how culture relates to reinforcement patterns in learning theory as well as social learning theory.	Evalaute Nature-nurture debate in learning theories.	Revision and assessment of Chapter 4.
		GRADE	13 LONG TE	RIVI PLAN WI	IN CURRICUL	OIVI STAINDAI	רא <u>ס</u>	<u> </u>
GRADE 13		WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module Child Psychology	Module Child Dayshology	Module Child Dayahalagu	Module Child Dayahalagy	Module Child Dayshology	Module Child Dayshalogy	Module Child Dayshalogy	Module Child Developer
	Child Psychology Learning objectives	Child Psychology Learning Objectives	Child Psychology Learning Objectives	Child Psychology Learning Objectives	Child Psychology Learning Objectives	Child Psychology Learning Objectives	Child Psychology Learning Objectives	Child Psychology Learning Objectives
	1. Analyze terms like	1.Research into day care,		Evalaute the use of the	1.Evalaute the use of the cross-	1.Describe and Evalaute study	Evaluate one issue of	One practical research exercise
	attachment, deprivation and	including advantages and				of van IJzendoorn and	relevance to today's society,	to gather data
	privation.	disadvantages for the child,	. 5	method in	including the Strange	Kroonenberg (1988)	explaining	relevant to topics covered in
		G	psychology and child	child psychology, including the		Crosscultural		child psychology. This
>	5		psychology:	-	psychology, including nature-	patterns of attachment.	concepts, theories and/or	practical research exercise
ш .	3.Evalaute Ainsworth's work on attachment, including types	Analayze cross-cultural research into attachment		qualitative and quantitative data (including	nurture issues and issues of cross-sectional versus		research (as appropriate) drawn from child psychology	must adhere to ethical principles in both content and
		types and		tallying).			as given in this specification.	intention.
	attachment and the Strange	nature-nurture issues that				b.Gagnon-Oosterwaal et al.		In conducting the practical
	Situation procedure.	arise about development.				(2012)		research exercise.
		3. Describe Autism:			researching with children.	c. Li et al. (2013)		
	Module	Module	Module	Module	Module	Module	Module	Module
	Clinical Psychology	Clinical Psychology	Clinical Psychology	Clinical Psychology	Clinical Psychology	Clinical Psychology	Clinical Psychology	Clinical Psychology
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	Emphasize the importance of	1.Diagnose some mental	Describe Schizophrenia and	1.Understand the treaments	1. Emphasize on awareness of	Describe and Evaluate the	One key question of relevance	One practical research exercise
	. 3	•	one other disorder from	for schizophrenia and the		study of Rosenhan (1973) On	to today's society,	to gather data
			anorexia	other disorder,		being sane in insane places.	discussed as a contemporary	relevant to topics covered in
	•	•	nervosa, Obsessive-compulsive disorder (OCD) and unipolar	each disorder. The two for	(HCPC) guidelines for clinical practitioners.	Discuss and evaluate one contemporary study on	issue for society rather than an academic argument.	clinical psychology. This practical research exercise
_			depression.	schizophrenia	2. Researching mental health,	schizophrenia and any other	than an asadomio ai gamoni.	must adhere to
TERM '	counselling	for mental health, including			The use of longitudinal, cross-	mental disorder.		ethical principles in both
Œ	and drug treatments.	reliability and validity of		topic areas. The two for the	sectional, crosscultural			content and intention.
		diagnoses.		other chosen disorder must come	methods, meta-analysis, and the use of			Content analysis that explores attitudes to mental
					primary and secondary data.			health.
				1	. , , , , , , , , , , , , , , , , , , ,			
GRADE 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Module	Module	Module

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	Criminological psychology	Criminological psychology	Criminological psychology	Criminological psychology	Criminological psychology	Criminological psychology	Criminological psychology	Criminological psychology
	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
TERM 1	Explain the criminal behaviour - biological and learning, inlcuding gender and key issues.	Explore the social reason for criminal behaviour.	Describe the cognitive interview and understand offending behaviour.	treatments for offenders in		1.Identify factors influencing eye-witness testimony, including consideration of reliability. 3.Discuss factors influencing jury decision-making, including characteristics of the defendant and pre-trial publicity, including studies in this area.	Explore one classic study in criminal psychology and look into other contemporary studies.	Methodolgy: a.Research methods b. Case studies. c.Issues of reliability, validity, objectivity, credibility and ethics in research in criminological psychology. d.Data analysis.
		Module	Module	Module	Module	Module	Module	Module
	Health Psychology	Health Psychology	Health Psychology	Health Psychology	Health Psychology	Health Psychology	Health Psychology	Health Psychology
	Learning objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	1.Evalaute issues around drug	1.Describe and anayzle	1.Relate individual differences	1.Evalaute the use of animal	Evalaute classic study of	Describe and analyze one issue	One practical research exercise	Analyze issues and debates in
	taking, including addiction,	Treatments for drug addiction.	in health psychology:	laboratory experiments to	Olds and Milner (1954).	of relevance to today's society	to gather data	health psychology:
	tolerance, physical and	2. Evalaute two treatments	_	study drugs.	, ,		relevant to topics covered in	• Ethical
	psychological dependency,	each for alcohol, heroin and	in drug misuse can	_	study from the following:	explain the issue apply	health psychology. This	Practical issues in the design
	withdrawal.		•	3 0	a.Mundt et al. (2012)	concepts, theories and/or	practical research exercise	and implementation
		addiction, including aversion	differences in the		b.Dixit et al. (2012)	research (as appropriate)	must adhere to ethical	of research.
TERM 1	addiction, biological vs learning explanation .	therapy. 3. Anaylze one anti-drug	individual, such as personality. 2.Realte developmental	methods using humans to	c.Pengpid et al. (2013)	drawn from health psychology as given in this	principles in both content and intention.	ReductionismComparisons between ways
ERI	rearring explanation .	campaign and the	· ·	study drugs.		specification.	In conducting the practical	of explaining
F		psychological		Ethics of using human		specification.	research exercise.	behaviour using different
		strategies behind it.	. 5	participants to study				themes.
				drugs.				 Psychology as a science
			3	4. Evalaute the use of cross-				■ Culture
			learning.	cultural research, including				Nature-nurture
				naturenurture				An understanding of how
				issues related to drug misuse.				psychological understanding has developed
								over time.
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Module	Module	Module	Module	Module	Module	Module	Module
	Psychological Skills	Psychological Skills	Psychological Skills	Psychological Skills	Psychological Skills	Psychological Skills	Psychological Skills	Psychological Skills
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives

TERM 2	•	data; primary and secondary data. 2.Sampling techniques 3. Experimental/research designs 4. Hypotheses: null, alternate, experimental; directional and non- directional. 5. Questionnaires and interviews: open, closed.	field; independent and dependent variables. 2.Discuss Observations 3. Additional research methods and techniques: twin and adoption studies, animal experiments, case studies as used in different	counterbalancing, order effects, experimenter effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.	statistics • measures of central tendency, frequency tables, graphs (bar chart, histogram, scatter diagram), normal distribution. • Produce, handle, interpret data-including drawing comparisons (e.g. between means of two sets of data). Students do not need to know formulae but are expected to be competent in simple	interpretation Levels of measurement. Appropriate choice of statistical test. The criteria for and use of Mann-Whitney U, Wilcoxon, Spearman's, chi squared. Use of critical value tables, one- and two-tailed testing. Levels of significance,	1.Discuss methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility. 2.Analysis of qualitative data 3. Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.	1. Describe the important ethical issues in research using humans, including risk assessment when carrying out research in psychology. 2. Discuss the ethical issues in research using animals.
TERM 2	assessment when carrying out research in psychology. 2.Discuss the ethical issues in	section throughout the qualification. 2. Review synoptically the classic studies of psychology in terms of issues and debates.	(animal and human).	research. 2.Reductionism in the explanation of behaviour. 3.Comparisons of ways of explaining behaviour using different themes.	science. 2.Cultural and gender issues in psychological research. 3.The role of both nature and	Module Psychological Skills/Revision Learning Objectives 1.Evalaute the use of psychology in social control. 2.The use of psychological knowledge in society. 3. Describe Issues and debates related to socially- sensitive research.		