		St. Ma	ry's Catholic	High School (2	2017-2018) PS	YCHOLOGY L	ТР
			Y	EAR 9 LONG T	ERM PLAN		
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	ΤΟΡΙϹ	то	PIC	TOPIC	тс	PIC	ΤΟΡΙϹ
	Development: How did you develop?	Development: How did you develop?		Development: How did you develop?	Development: How did you develop?		Studies
	Module	Мос	dule	Module	Мо	dule	Module
	Learning objective		-	Learning objective		objective	Learning objective Discuss how learning and
Term 1	understanding that psychology is a science. Identify the key features of early brain development and describe	Understand the importance of child development and change. Demonstrate the role of education and intelligence including Piaget's Theory of Cognitive Development. Evaluate the four stages of cognitive development. Examine strengths and weaknesses of the theory. Construct a table to show the developmental processes and skills associated with each stage. a. b.		t. development and change. and intelligence including be development. e development. e development. be development. coment. development and change. be development and change and be an		Analyse the effects of learning on development using Daniel Willingham's learning theory. Evaluate strengths and weaknesses of the theory.Contrast Dweck and Willingham, and higher order moral reasoning a. factual knowledge precedes skill b. the importance of practice and effort c. strategies to support cognitive development d. strategies to support physical development e. strategies to support social development	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ
	Memory: How does your memory work?	Memory: How does your memory work?	Memory: How does your memory work?	Memory: How does your memory work?	Memory: How does your memory work?	Studies	Issues and Debates
	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective

Term 1	Describe the structure and process of memory and information processing. Illustrate the diagramatic model of the brain to explore information processing of the brain. Describe the meaning of encoding.	features, structures and processes of memory. Distinguish between short term and long term memory.	Recognize the types of amnesia.Demonstrate understanding of retrograde and anterograde amnesia. Compare and hightlight key differences between symptoms of retrograde amnesia and the symptoms of anterograde amnesia	formed and how it influences memory. Apply the concept of reconstuctive memory to	haptic sensory input. Recall the difference between STM and LTM. Explain how attention given to information can affect the	Investigate whether the memory of a story is affected by previous knowledge. To find out if cultural background and unfamiliarity with a story would lead to distortion of memory when it was recalled. To test if memory is reconstructive and whether people store and retrieve information per expectations formed by cultural schemas.	Define the principles and key concepts of the reductionism/holism debate. To explain how research illustrates different positions within the reductionism/holism debate.To apply understanding of the reductionism/holism debate and synthesise this knowledge when given novel sources
YEAR 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ
	Psyhcological Problem	Psyhcological Problem	Studies	Issues and Debates	The brain and neuropsychology : How does your brain affect you	The brain and neuropsychology : How does your brain affect you	The brain and neuropsychology : How does your brain affect you
	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
Term 2	Introspect two major mood disorders: addiction and depression. Use the symptoms list from ICD as a framework to understand what symptoms are and why they are important. Survey elderly relatives about showing changes in	and addiction according to the ICD. Evaluate cognitive theory as an explanation of depression, including strengths and weaknesses . Assess learning theory as an explanation of addiction can be evaluated through	Explain stressful experiences lead to depression in some people but not others. Investigate the role of a gene involved with serotonin to see if it contributed to depression. Write hypotheses for experimental design exercises undertaken on memory. Evaluate whether there is a genetic basis for addictive behaviour	concepts within the nature/nurture debate.Outline the key features of the nature/nurture debate. Identify evidence to support	Discuss the differences between iconic, echoic and haptic sensory input. Recall the difference between STM and LTM. Explain how attention given to information can affect the processing of that information	Analyze the lateralisation of function in the brain. Describe how lateralisation could explain sex differences in males and females.	Describe the relevance of neuropsychology to managing psychological disorders. Explain the physiology of the nervous system. Describe the anatomy of the nervous system.
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
	ΤΟΡΙϹ	то	PIC	то	PIC	ΤΟΡΙϹ	ΤΟΡΙϹ

	Studies/Issues and Debates	udies/Issues and Debates Social influences: How do others affect you? Module Module		Social influence		Studies	Issues and debates
	Module			Mo	dule	Module	Module
	Learning objective	Learning objective		Learning	objective	Learning objective	Learning objective
Ter	Learning objectiveLearning objectiveIdentify the location of damage in Phineas Gage using modern neuroimaging techniques. Investigate the 		Learning objective Relate conformity to majority influence and factors affecting conformity to majority influence, including: a. personality b. the situation . Recognize obedience to authority and factors affecting obedience to authority figures, including: a. personality b. the situation. Evaluate the behaviour of crowds and the individuals within them and the effect of collective behaviour, including a. pro- and anti-social behaviour Understand possible ways to prevent blind obedience to authority figures		Investigate the effect that the type of victim would have on the speed and frequency with which someone would respond to aid them in an emergency. Investigate the effect of role model behaviours in emergency situations and the relationship between the size of the group	Demonstrate knowledge on social and cultural issues in psychology, including: a. know the terms 'society' and 'social issues' b. know the term 'culture' c. the use of content, theories, and research drawn from social influence to explain	
			YE	AR 10 LONG T	ERM PLAN		
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	ΤΟΡΙϹ	TOPIC	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ
	1.Skinner's Operant Conditioning Theory (1948) 2.Bandura's Social Learning Theory (1977)	Eysenck's biological explanation of criminality (1964)	Punishment and recidivism	Treating offenders	Study: Bandura, Ross and Ross (1961) Study: Charlton et al. (2000)	Self-concept (Lewis, 1990) (Roger's 1959)	Humanistic explanation of the self: Rogers, 1959 & 1951, Maslow's (1943)
	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	V
	ΤΟΡΙϹ	ΤΟΡΙϹ	TOPIC	TOPIC	TOPIC	
	1.Skinner's Operant Conditioning Theory (1948) 2.Bandura's Social Learning Theory (1977)	Eysenck's biological explanation of criminality (1964)	Punishment and recidivism	Treating offenders	Study: Bandura, Ross and Ross (1961) Study: Charlton et al. (2000)	Self-co 1990) (I
	Module	Module	Module	Module	Module	
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learn

Term	an explanation of criminality, including strengths and weaknesses of each	personality types (Eysenck, 1964), to include strengths and	punishments on recidivism, including strengths and	Explore two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro- social behaviour, including strengths and weaknesses of each treatment.	(1961) study: use APFC framework for description then evaluate using strengths and weaknesses. Charlton et al. (2000) study: use APFC framework for description then evaluate using strengths and weaknesses.	self and self-concept, including: Lewis (1990). Explain the role of identity and free will in the development of self, including	Evaluate Humanistic Theory of self by: a.Rogers (1951) b. Maslow's (1943)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
	то	PIC	ΤΟΡΙϹ	TOPIC	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ
		eories of nality	Perception	Gibson's Direct Theory of Perception (1996)	Gregory's Constructivist Theory of Perception (1970)	Perceptual set	Studies :1.Haber andLevin (2001)2.Carmichael etal. (1932)
	Мо	dule	Module	Module	Module	Module	Module
m 1	Learning	objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
	Emphasize the use of trait theo including strengths and weakne a. Allport (1936) cardinal, centra personality traits b. Cattell (1946) 16PF personali	ry as a measure of personality, esses of trait theory: al and secondary	Create examples of, and analyze the reasons for, monocular and binocular depth cues.		Evaluate the Constructivist Theory of Perception (Gregory, 1970) as an explanation of sensation and perception, including strengths and weaknesses of the theory.	Analyze the use of set as a means of understanding and interpreting the world.Predispositions as a result of motivation, expectation, experience, emotion, context and culture.	 Evaluate Haber and Levin (2001) The Independence of Size Perception and Distance Perception. Evalaute Carmichael, Hogan and Walter (1932) An Experimental Study on the Effect of Language on the Reproduction of Visually Perceived Form
YEAR 10	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	TOPIC	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ

Y

Perceptual set	Studies : 1.Haber and Levin (2001) 2. Carmichael et al. (1932)	Functions of sleep	Internal and external factors affecting sleep	Sleep disorders Freud's theory of dreaming (1900)	Activation Synthesis Theory	Studies: 1. Freud – Little Hans (1909) 2. Siffre (1975)
Module	Module	Module	Module	Module	Module	Module
Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
and interpreting the world.Predispositions as a result of motivation, expectation, experience, emotion, context and culture.	 Evaluate Haber and Levin (2001) The Independence of Size Perception and Distance Perception. Evalaute Carmichael, Hogan and Walter (1932) An Experimental Study on the Effect of Language on the Reproduction of Visually Perceived Form 	Analyze the functions, features and benefits of sleep.	Discuss the internal and external influences on sleep, including strengths and weaknesses of each explanation.	Explore symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy 2. Evalaute Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory.	Evaluate Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory.	Evaluate the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 1. Freud (1909) Little Hans, analysis of a phobia in a five- year old boy. 2. Siffre (1975) Six months alone in a cave.
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
					WEEK SU	WEEK SI
ΤΟΡΙϹ	ΤΟΡΙϹ	ТОРІС	ТОРІС	ТОРІС	TOPIC	TOPIC
TOPIC Language-Thought issues	TOPIC Language structures and view of the world		TOPIC understanding non-			
	Language structures and	ΤΟΡΙϹ	TOPIC understanding non-	TOPIC Darwinian view of non-verbal	TOPIC Yuki et al.	TOPIC Boroditsky
Language-Thought issues	Language structures and view of the world	TOPIC Aitchison's criteria (1983) Module Learning objective	TOPIC understanding non- verbal communication	TOPIC Darwinian view of non-verbal communication	TOPIC Yuki et al. (2007)	TOPIC Boroditsky (2001)

Term 2

Term 2

			YE	AR 11 LONG T	ERM PLAN		
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	TOPIC	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ
	Identifying Variables	How to control Extraneous variables	Hypothesis	Methods of Sampling	Experimental designs	Realiabilty and vadidity of research designs	Ethical issues in psychological research
	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
Term 1	Identify: a. an independent variable (IV) b. a dependent variable (DV) c. extraneous variables, including (i) situational variables (ii) participant variables	Analyze the influence of extraneous variables and suggest possible ways to control for them, including: a. use of standardised procedures b. counterbalancing c. randomisation d. single-blind techniques e. double-blind techniques	Learn how to write a null hypothesis and alternative hypothesis.	Evaluate the different methods of sampling, including strengths and weaknesses of each sampling method	Explore the experimental and research designs, including strengths and weaknesses: a. independent measures b. repeated measures c. matched pairs	Outline how reliability and validity is affected when analysing the planning and conducting of research procedure.s	Analyze ethical issues in psychological research and how to deal with ethical issues.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ	ΤΟΡΙϹ
	Data analysis: Arithmetic and numerical computation	Data analysis: Mean Mode and Median	Data analysis: construct and interpret	Primary data vs secondary data	Qualitative data vs quantitative data	Issues and debates	Issues and debates
	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective

<u> </u>	c. use an appropriate number of significant figures	Analyze and use, including calculations: a. mean, and finding arithmetic means b. median c. mode d. ratios e. fractions f. percentages g. range as a measure of dispersion h. identify the characteristics of normal distributions	Be able to: a. construct and interpret frequency tables and diagrams b. construct and interpret bar charts c. construct and interpret histograms d. construct a scatter diagram e. use a scatter diagram to identify a correlation between two variables.		Review the difference between: a. qualitative data b. quantitative data	psychological research, including: a. know the term 'ethical issue(s)'	Review the use of content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research.
YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
		F TOPIC 1 & 2	TO REVISION OF	PIC TOPIC 3 & 4		OF TOPIC 5	TOF REVISION OF
	Мо	dule	Мо	dule	Мо	dule	Moc
Term 2	Learning Review how brain developmen works. To practice answering ex To revisit material both descrip To organize notes ready for ma To be assessed and see if they a To understand how to answer of research methods and theories flawedstudy question.	am questions. Ition and evaluation. In exam revision. are on target. questions on studies and	Learning To review the ideas learned in t psychological problems can effe illustrate arguments for and age treament for psychological disc addiction. Reapply the ideas fro explanations as exemplified in t 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	ect you and use them to ainst the role of CBT or durgs orders of depression and om nature–nurture mental health issues. style questions. estions otion and evaluation ain exam revision	To reapply ideas about how so social context. To practice answering exam qu	estions tion and evaluation. Revise the us state and in exam revision are on target	Learning of These topic are optional topic an To use skills learned in the topic To practise exam questions abor to review the concpets are crimi ideas from learning theories as a including. Recall the concept of who you are? strengths and weaknesses of ea • Review the last few weeks, to redo them.• Or focus on all mul- many past papers as are availab
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
	REVISION O	PPIC F TOPIC 8 & 9	REVISION C	PIC DF TOPIC 10		TOPIC REVISION OF TOPIC 11	
		dule objective		dule objective		Module Learning objective	

These topic are optional topic and will be examined in Paper 2. Perception – How do you interpret the world around you? Sleep and dreaming – Why do you need to sleep and dream? To demonstrate their knowledge, students will undertake a range of activities, including the ability to recall, describe and define, as appropriate. Demonstrate their understanding, candidates should explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.	communicate with others? Revision may benefit from starting their learning with basic descriptions and definitions of both language and thought, and an introductory discussion about whether these concepts can be viewed as distinct. underpinne a debate between Piaget and Vygotsky.	This topic is a compulsory topic and will be e ingreater depth in Paper 2. Research methor To practice answering exam questions. To re organize notes ready for main exam revision assessed and see if they are on target. understand how to answer questions on stu
--	---	---

e examined in both Paper 1 and Paper 2, but hods – How do you carry out psychological research? revisit material both description and evaluation. To ion. To be To

tudies and research methods and theories.

WEEK 8

TOPIC

Issues and debates

Module

Learning objective Identify morality issues in psychology and the individual,

including: a. the terms 'morality' and

'moral(s)'

b. pre-conventional,

conventional and post-

conventional

stages of morality

c. the use of content, theories and research drawn from cognitive development to explain development of

morality

REVISION

WEEK 24

TOPIC

The brain and neuropsychology : How does your brain affect you

Module

Learning objective

Assess the impact of neurological damage on cognitions and behaviour. Explain key terms visual agnosia and prosopagnosia.

REVISION

WEEK 8

TOPIC

Measuring personality

Module

Learning objective

Analyze how personality can	
be measured, including: a. personality scales	
b. personality types	
WEEK 16	
REVISION	
WEEK 24	
ΤΟΡΙϹ	

WEEK 8

TOPIC

Types of research

Module

Learning objective Evaluate research methods, including the features, strengths and weaknesses of the following,

and the types of research for which they are suitable.

WEEK 24

REVISION

PIC

TOPIC 6 & 7

lule

objective

nd will be examined in Paper 2. : 6 & 7.

out the topics.

inal born or made? To reapply an explanation of criminality, The self – What makes you

ch theory

 see areas of weakness and tiple choice questions from as le.

REVISION