

Term 1	Evaluate learning theories as an explanation of criminality, including strengths and weaknesses of each theory.	Analyze biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory.	Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment.	Explore two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment.	Bandura, Ross and Ross (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.	Review the concepts of the self and self-concept, including: Lewis (1990). Explain the role of identity and free will in the development of self, including strengths and weaknesses of each theory: a. Erikson (1959) the eight stages of identity development b. Baumeister (2008) the consequence of belief in free will.	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
Term 1	TOPIC		TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Trait theories of personality		Perception	Gibson's Direct Theory of Perception (1996)	Gregory's Constructivist Theory of Perception (1970)	Perceptual set	Studies : 1.Haber and Levin (2001) 2. Carmichael et al. (1932)
	Module		Module	Module	Module	Module	Module
	Learning objective		Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
	Emphasize the use of trait theory as a measure of personality, including strengths and weaknesses of trait theory: a. Allport (1936) cardinal, central and secondary personality traits b. Cattell (1946) 16PF personality factor assessment.		Create examples of, and analyze the reasons for, monocular and binocular depth cues.	Evaluate the Direct Theory of Perception (Gibson, 1996) as an explanation of sensation and perception, including strengths and weaknesses of the theory.	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.	1. Evaluate Haber and Levin (2001) The Independence of Size Perception and Distance Perception. 2. Evaluate Carmichael, Hogan and Walter (1932) An Experimental Study on the Effect of Language on the Reproduction of Visually Perceived Form
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
YEAR 10	TOPIC		TOPIC	TOPIC	TOPIC	TOPIC	TOPIC

Term 2	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
	Outline the use of perceptual set as a means of understanding and interpreting the world.Predispositions as a result of motivation, expectation, experience, emotion, context and culture.	1.Evaluate Haber and Levin (2001) The Independence of Size Perception and Distance Perception. 2. 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.
Term 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Language-Thought issues	Language structures and view of the world	Aitchison's criteria (1983)	understanding non-verbal communication	Darwinian view of non-verbal communication	Yuki et al. (2007)	Boroditsky (2001)
	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
Analyze the possible relationship between language and thought, including strengths and weaknesses of each theory: a.pre-linguistic thought b. pre-intellectual language	Discuss how thought and language structures affect views of the world, including strengths and weaknesses of each theory: a. linguistic relativism b. linguistic determinism.	Explore how communication is different in humans to animals, including: a. Aitchison (1983) criteria of language features b. similarities and differences between humans and animal communication.	Explain the examples of non-verbal communication, including: a. facial expressions b. eye contact c. body language d. personal space, and differences in non-verbal communication.	Evaluate the explanations of non-verbal communication, including Darwin's (1872) theory of evolution.	Evaluate the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: Yuki et al. (2007): Are the windows to the soul the same in the East and West? Cultural differences in using the eyes and mouth as cues to recognize emotions in Japan and the United States.	Evaluate the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: Boroditsky (2001) Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time.	

Term 1	Recognise and use expressions in decimal and standard form b. estimate results 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.	Analyze the difference between: a. primary data b. secondary data	Review the difference between: a. qualitative data b. quantitative data	Evaluate ethical issues in 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
Term 2	TOPIC		TOPIC		TOPIC		TOPIC	
	REVISION OF TOPIC 1 & 2		REVISION OF TOPIC 3 & 4		REVISION OF TOPIC 5		REVISION OF	
	Module		Module		Module		Module	
	Learning objective		Learning objective		Learning objective		Learning objective	
	Review how brain developments occurs and how memory works. 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 understand how to answer questions on studies and research methods and theories. To recap how to answer flawed study question.		To review the ideas learned in the topic that how psychological problems can effect you and use them to illustrate arguments for and against the role of CBT or drugs treatment for psychological disorders of depression and addiction. Reapply the ideas from nature–nurture explanations as exemplified in mental health issues. To become familiar with exam-style questions. To practice answering exam questions To revisit material both description and evaluation To organise notes ready for main exam revision To be assessed and see if they are on target		To reapply ideas about how social influence effects others in a social context. To practice answering exam questions To revisit material both description and evaluation. Revise the strategies to enable people to retain the autonomous state and resist blind obedience. To organise notes ready for main exam revision To be assessed and see if they are on target		These topic are optional topic also. To use skills learned in the topic To practise exam questions about to review the concepts are crime ideas from learning theories as well including. Recall the concept of who you are? strengths and weaknesses of each • Review the last few weeks, to redo them. • Or focus on all many past papers as are available	
	WEEK 25		WEEK 26		WEEK 27		WEEK 28	
TOPIC		TOPIC		TOPIC		TOPIC		
REVISION OF TOPIC 8 & 9		REVISION OF TOPIC 10		REVISION OF TOPIC 11		REVISION OF TOPIC 11		
Module		Module		Module		Module		
Learning objective		Learning objective		Learning objective		Learning objective		

Term 2

These topics are optional 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.

These topics are optional and will be examined in Paper 2. Language, thought and communication – How do you 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. Underpin a debate between Piaget and Vygotsky.

This topic is a compulsory topic and will be examined in both Paper 1 and Paper 2, but in greater depth in Paper 2. Research methods – How do you carry out psychological research? 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 understand how to answer questions on studies 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

WEEK 16



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.

WEEK 32

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

TOPIC

**Language–thought
issues**

Module

Learning objective

Analyze the possible relationship between language and thought, including strengths and weaknesses of each theory:
a. Piaget's (1950)
b. Vygotsky's (1981)

WEEK 32

REVISION



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 16



REVISION

WEEK 24

TOPIC

TOPIC 6 & 7

Module

Objective

and will be examined in Paper 2.

Topics 6 & 7.

Outline the topics.

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

Each theory

• see areas of weakness and
multiple choice questions from as
le.

WEEK 32

REVISION