St. Mary's Catholic High School (2018-2019) PSYCHOLOGY LTP **GRADE 11 LONG TERM PLAN with CURRICULUM STANDARDS** WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 7 WEEK 8 WEEK 1 WEEK 6 Module Module Module Module Module Module Module Module **Educational Psychologists, What Therapies and Little Peter** Clinical Psychologists (What do Social Learning Theory, Censorship, Charlton et al and Nature-nurture debate Ramirez et al Study do educational psychologists **Classical Conditioning** (What can psychologist do to clinical psychologist do? How comparing Classical William et al. **Conditioning and SLT)** do?; How can you become one? help people with phobias) can you beomce one?) **Learning Objectives Learning Objectives** To understand and evaluate To identify the concepts To understand and evaluate To understand about educational To understand the To identify the main features To understand about clinical To understand the Charlton et al study. and evidence that support Ramirez study. psychologists *who they principles of classical of flooding and systematic psychologists * who they worl principles of SLT. To understand and evaluate nature and nurture Devise questionnaire for work for *their roles *The conditioning. desensitisation. for? *their roles *The To understand how it William's et al study. arguments in aggression. study and try them out. qualifications they need *the To understand how it car To consider the relative qualifications they need * the can explain phobias. To identify the types of skills they need strengths and weaknesses of skills they need. To identify the explain phobias. censorship and reasons for them. the therapies. similarities and To understand and evaluate differences between the SLT and CC. Jones's study WEEK 9 **WEEK 10 WEEK 11 WEEK 12 WEEK 13 WEEK 14 WEEK 15 WEEK 16** Module Module Module Module Module Module Bennet-Levy and **Animal Experiment (Ivan Evolutionary** Social explanation of Marteau, Questionnaires Biology of criminality Nature-Nurture Debate Pavlov) **Preparedness** criminality and Heinrichs et al **Learning Objectives Learning Objectives Learning Objectives Learning Objectives Learning Objectives Learning Objectives** To identify practical and ethical To understand the theory To understand and evaluate To understand the biological To understand social To reapply understanding about the nature-nurture debate to a issues in animal experiments. of preparedness. Bennet-Levy and Marteau's factors affecting criminality and factors affecting new area and consolidate that knowledge. To understand ways to minimize To use the theory of the methods psychologists use to criminality, including: study. ethical issues. preparedness to predict To identify the key features investigate them including: family factors, childrearing likely phobic stimuli. of questionnaires and family studies, adoption studies and self-fulfilling evaluate the method. and twin studies. prophecy. To understand and evaluate Heinrichs et aal study. **WEEK 17 WEEK 18 WEEK 19 WEEK 20 WEEK 21 WEEK 22 WEEK 23 WEEK 24** Module Module Module Module Offender Profiling and Sigall and Osgrove's Study Madon et al, Theilgard Methodology Forensic psychologist practical, ethical issues **Learning Objectives Learning Objectives Learning Objectives Learning Objectives** To understand and evaluate Sigall and 's study. Replicate Sigall and Osgrove's To apply the ideas of profiling to To identify about forensic psychologists: Who they work To understand and evaluate Madon et al's and Theilgard's study. To for, their roles, the qualifications they need,the skills they study. Identify the important key point in the study. Evaluate the study in terms consolidate knowledge. identify examples of methodological issues and terms; researcher's To review the ethical and need. of ethical issues. bias, validity, sample size, social desirability, controls, socially sensitive practical problems of gathering research, generalisation, interview and correlation. information from offenders **WEEK 25 WEEK 26 WEEK 27 WEEK 28 WEEK 29 WEEK 30 WEEK 31 WEEK 32**

Module

Module

Module

Module

Revision of Topic A and B	Revision Topic C	Revision Topic D	Revision Topic E
Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
To practice answering exam questions. To	To review the ideas learned in the topic and use them to	To reapply ideas about the nature–nurture debate to	To use skills learned in the topic.
revisit material both description and evaluation.	illustrate arguments for and against the role of video games as	phobias.	To practise exam questions about the topic.
To organize notes ready for main exam revision.	a factor in children's behaviour.	To practice answering exam questions	To review their Unit One mock at the end of Year 10
To be assessed and see if they are on target.	To become familiar with exam-style questions.	To revisit material both description and evaluation	■To practise exam question using past papers ■ Or review
To use a past paper to see level that will be required.	To practice answering exam questions	To organise notes ready for main exam revision	the past papers done over the last few weeks, to see areas
Topic B: To understand how to answer questions on studies	To revisit material both description and evaluation	To be assessed and see if they are on target	of weakness and redo them. • Or focus on all multiple
and research methods and theories. To recap how to answer	To organise notes ready for main exam revision	To use a past paper to see level that will be required	choice questions from as many past papers as are
flawedstudy question.	To be assessed and see if they are on target		available
	To use a past paper to see level that will be required		Or use questions and practise writing mark scheme
			answers
			Or give candidate answers from examiner's reports for
			students to mark

GRADE 12 LONG TERM PLAN with CURRICULUM STANDARDS

	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
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	1. To understand the nature of	1. Describe and evaluate	1. Research into obedience,	Describe and evaluate Tajfel's	1.Relate various Individual	1.To anaylze designing and	1.Analyze Qualitative and	Describe and evalaute
	social psychology and social	Milgram's (1963) study of	including Milgram's	(1970) Social identity theory as	differences in	conducting questionnaires	quantitative data.	ethical guidelines
	influences on behavior by	obedience and the Agency	research into obedience and	explanation of prejudice.	obedience/prejudice	and interviews, considering	2. Analysis of quantitative data:	by British Psychological
	research studies.	theory of Obedience	three of his variation.	2. Analyze Factors affecting	 Obedience is affected by 	researcher effects.	calculating measures	Society (BPS) code of
	2. Discuss and introduce theories	(Milgram. 1973)	2. Analyze factors affecting	prejudice (and discrimination),	personality.	2. Describe what an alternate	of central tendency, frequency	ethics
	of obedience, including agency	2. Evalaute social impact	obedience and	including individual differences	 Prejudice can have an 	hypotheses? and evalaute	tables, graphical	and conduct (2009)
	theory and	theory (Latane' 1981).	dissent/resistance	(personality),	explanation linked to	the sample selection and	presentation using a bar chart,	including risk
	social impact theory.		to obedience, including	situation and culture.	personality.	techniques.	measures of	management
			individual differences		2. Evalaute developmental		dispersion (range and standard	when carrying out
			(personality and gender),		psychology in		deviation).	research in psychology.
			situation and culture.		obedience/prejudice		3. Analysis of qualitative data	
					Obedience can be		using thematic analysis.	
					affected by gender and			
/ 1					culture, which come from			
TERM					environmental effects.			
F					 Prejudice can be 			
					affected by culture, which			
					comes from			
					environmental effects.			
	Cognitive Psychology: The	Cognitive Psychology:	Cognitive Psychology: Cla	assic study and contemporary	Cognitive Psychology	: Case studies and brain	Cognitive Psychology: Exper	imental Methods and
	Module	Module		Module	M	odule	Module	
	Learning Objectives	Learning Objectives	Learnin	ng Objectives	Learning	g Objectives	Learning Obje	ectives

	Explore the multi-store model of memory and episodic and semantic memory.	_	Study and evaluate one classic and two other contemporary	study in cognitive psychology studies.	A) Explain weaknesses in u studies of patients with bra how memory works. B) As evidence from case studies damage when discussing management of the process of the control	nin damage when exploring sess the value of using	A) Describe the two types of expelaboratory experiment and evaluate evaluate the three participants de	te them. B) Describe and
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Module	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	, ,	Disuss various issuse and deabtes	Disuss various issuse and	Disuss various issuse and	One practical research exercise	Revision and assessment
	Sherif et al. (1954/1961)	contemporary study from	relevance to today's society,		deabtes in social	deabtes in social psychology:		of chapter 1.
	Intergroup conflict and	1	l ' '	Practical issues in the design and	psychology: Reductionism	Nature-nurture, n	relevant to topics covered in	
	cooperation: The Robbers Cave	(2009), Reicher and Haslam	'	implementation	, Comparisons between	understanding of how	social psychology. This	
	Experiment.	(2006) , Cohrs et al. (2012)	than an academic argument.	of research	ways of explaining	psychological	practical research exercise must	
					behaviour using different	understanding has developed		
					themes, Psychology as a	over time.Issues of social	principles in both content and	
M 1					science, Culture and gender.	control, The use of	intention.	
TERM					gender.	psychological knowledge in society, Culture and gender.		
	Cognitive Psychology: Statis	stics and analysis (and	Cognitive Psychology: Desi	gning and conducting practical	Cognitive Psycholog	y: Conducting practical	Revision and Mock exam for	Cognitive Psychology
	Module	2	N	1odule	Module		Module	
	Learning Obj			g Objectives		g Objectives	Learning Obje	
	A. Explain what features in a study		· ·	•	1	A. Write the procedure of their practical investigation.		the lesson especially the
	for an appropriate statistical test t		investigation for cognitive psy		B. Prepare the materials fo	•	theories of memories. And practice answering questions	
	B. Discuss the purpose of carrying	out a statistical test on	B. Explore the research metho	· ·	C. Do research for the prac	•	from the past papers.	
	qualitative data.		C. Explain how to carry out th	e study.	D. Conduct the investigation	n.		
	C. Discuss the use of inferential sta	atistical test in psychology.						
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Module	Module	Module	Module		lodule	Module	Module
	Biological Psychology:	Biological Psychology:		Biological Psychology: Hormone:		ychology: Correlation, Brain	Correlation and analysis of	Practical
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning	g Objectives	Learning Objectives	Learning Objectives

	A. Describe what is meant by biological psychology and explain	l '	l '	A. Explain the role of hormone in	A. Explain the differences be correlation.			A. Outline the aim of the study using a correlation
	its features.	at the synapse in the brain.		aggression.	B. Explain when a research		· ·	design.
		l ' '		B. Evaluate the role of hormone	· '		B. Explain what is meant by the	B. Describe how to
	B. Describe what is meant by				design in psychology.			
	hormone and genes.		is the brain structures that	in aggression.	C. Evaluate the use of corre		•	gather the data for a
		_	gives aggression in someone.				· ·	correlation.
		· ·	l '	psychology in terms of how			C. Practice spearman test, doing	C. Outline control used
				biology affects an individual's			•	to make sure the data
		· ·	· '	behavior.				are either reliable or
			aggression.	D. Explain Freud's theory of				valid.
		the brain.		personality.				D. Explain the aim(s)/
		D. Explain how synaptic		E. Compare Freud's				procedure, result and
7		transmission takes place.		psychodynamic idea about				conclusion of the
		E. Evaluate the process of		aggression with biological				practical investigation
TERM		synaptic transmission as a		explanation for aggression.				that have been carried
-		means of passing messages						out within biological
		in the brain.						psychology.
	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
	To understand how learning from		Describe and evaluate the	Describe and evalaute the main	Emphasize use of the	1	One key question of relevance to	Two observations in
				features of social learning theory,			•	conducting the practical
	conditioning, reinforcement,	conditioning	·	including observation, imitation,	method including the		· · ·	research exercise,
	punishment, the role of reward			modelling and	gathering of both		issue for society rather	students must:
	and social learning on the			vicarious reinforcement.	qualitative and	other one is study in the	than as an academic argument.	ensure that
	organism.			2. Bandura (1961, 1963) original	quantitative data.	Learning approach.		observations relate to an
				Bobo doll				aspect of learned
				experiments.				behaviour.
								ensure that
								observations enable the
								gathering of both
								gualitative and
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Module		N	∕lodule	M	lodule	Module	Module
	Liassic and contem		h	las IV. Assessables	Biological Books alcales	Baratha I ta a attacta a	D'alastad Da ababas 14a	841
		porary studies		logy: Key Assumption		y: Practical Investigation	Biological Psychology: Key	Mock exam :
	Learning Obj	ectives	Learnin	g Objectives	Learning	g Objectives	Learning Objectives	Learning Objectives
	Learning Obj Explore one classic study and two	ectives other contemporary studies	Learnin A. Review how biological appl	g Objectives roach looks at chemical activity in	Learning A. Device and conduct one	practical, which must be a	Learning Objectives A. Outline the key points of the	Learning Objectives A. Revise the content,
	Learning Obj	ectives other contemporary studies	Learnin A. Review how biological appr the brain, including how neur	g Objectives roach looks at chemical activity in otransmitters act at synapse to	A. Device and conduct one correlation collecting interv	g Objectives practical, which must be a val/ratio data using	Learning Objectives A. Outline the key points of the issue that they are going to	Learning Objectives A. Revise the content, methodology, studies,
	Learning Obj Explore one classic study and two	ectives other contemporary studies	Learnin A. Review how biological apple the brain, including how neur enable messages to be transn	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted.	A. Device and conduct one correlation collecting interindependent group design.	g Objectives practical, which must be a val/ratio data using	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest	Learning Objectives A. Revise the content, methodology, studies, Key issues and the
	Learning Obj Explore one classic study and two	ectives other contemporary studies	A. Review how biological apporting the brain, including how neur enable messages to be transn B. Examine how evolutionary	roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how	A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman terms.	practical, which must be a val/ratio data using st and interpret the findings.	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological	A. Revise the content, methodology, studies, Key issues and the investigation that they
	Learning Obj Explore one classic study and two	ectives other contemporary studies	Learnin A. Review how biological apportude the brain, including how neur enable messages to be transn B. Examine how evolutionary characteristics are inherited v	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes.	A. Device and conduct one correlation collecting interindependent group design. B. Carry out a spearman ter. C. Write up aim/ hypothesi	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology.	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed.
	Learning Obj Explore one classic study and two	ectives other contemporary studies	A. Review how biological apporting the brain, including how neur enable messages to be transn B. Examine how evolutionary	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes.	A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman teach. Write up aim/ hypothesistudy, using appropriate gr	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the
	Learning Obj Explore one classic study and two	ectives other contemporary studies	Learnin A. Review how biological apportude the brain, including how neur enable messages to be transn B. Examine how evolutionary characteristics are inherited v	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes.	A. Device and conduct one correlation collecting interindependent group design. B. Carry out a spearman ter. C. Write up aim/ hypothesi	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the aph and a table of results and	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using concept, ideas and theories from	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the important key points.
	Learning Obj Explore one classic study and two	ectives other contemporary studies	Learnin A. Review how biological apportude the brain, including how neur enable messages to be transn B. Examine how evolutionary characteristics are inherited v	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes.	A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman teach. Write up aim/ hypothesistudy, using appropriate gr	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the aph and a table of results and	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the
	Learning Obj Explore one classic study and two	ectives other contemporary studies	Learnin A. Review how biological apportude the brain, including how neur enable messages to be transn B. Examine how evolutionary characteristics are inherited v	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes.	A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman teach. Write up aim/ hypothesistudy, using appropriate gr	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the aph and a table of results and	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using concept, ideas and theories from the Biological Approach.	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the important key points.
	Explore one classic study and two from the Biological Approach.	ectives other contemporary studies	Learnin A. Review how biological apports the brain, including how neur enable messages to be transn B. Examine how evolutionary characteristics are inherited v C. Explore how brain are later	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes. rised.	A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman ter. C. Write up aim/ hypothesi study, using appropriate gr to draw conclusion.	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the aph and a table of results and	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using concept, ideas and theories from the Biological Approach.	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the important key points. C. Use /practice using psychological terms in discussing points.
	Learning Obj Explore one classic study and two from the Biological Approach. Learning theories	ectives other contemporary studies Learning theories	Learnin A. Review how biological apporting the brain, including how neur enable messages to be transor B. Examine how evolutionary characteristics are inherited w. C. Explore how brain are later	roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes. rised. Learning theories	Learning A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman term of the conduction o	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the aph and a table of results and Learning theories	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using concept, ideas and theories from the Biological Approach. Learning theories	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the important key points. C. Use /practice using psychological terms in discussing points. Learning theories
2	Explore one classic study and two from the Biological Approach.	ectives other contemporary studies	Learnin A. Review how biological apports the brain, including how neur enable messages to be transn B. Examine how evolutionary characteristics are inherited v C. Explore how brain are later	g Objectives roach looks at chemical activity in otransmitters act at synapse to nitted. perspective is included and how ria genes. rised.	A. Device and conduct one correlation collecting intervindependent group design. B. Carry out a spearman ter. C. Write up aim/ hypothesi study, using appropriate gr to draw conclusion.	practical, which must be a val/ratio data using st and interpret the findings. s, results and analysis of the aph and a table of results and	Learning Objectives A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using concept, ideas and theories from the Biological Approach.	Learning Objectives A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the important key points. C. Use /practice using psychological terms in discussing points.

Module Child Psychology	
Module Child Psychology Child Psychol	
Child Psychology Child	WEEK 8
Learning Objectives Objectives Learning Objectives Learning Objectives Learning Objectives Learning Objectives Learning Objectives Objectives Learning Objectives Learning Objectives Learning Objectives Display Objectives Dis	Module
1. Analyze terms like 1.Research into day care, 1. Relate Individual Evalaute the use of the 1. Evalaute the use of the 1. Describe and Evalaute Evaluate one issue of relevance O	Child Psychology
	Learning Objectives
attachment, deprivation and lincluding advantages and idifferences in child lobservational research method in cross-cultural research is study of van Uzendoorn and ito today's society, explaining levels and lobservational research method in cross-cultural research is study of van Uzendoorn and ito today's society, explaining levels and lobservational research method in cross-cultural research is study of van Uzendoorn and ito today's society, explaining levels and lobservational research method in cross-cultural research method in cross-cultura	One practical research
account in the private of the privat	exercise to gather data
privation. disadvantages for the child, psychology: child psychology, including the method, Kroonenberg (1988) the issue and applying concepts, re	relevant to topics
2. Describe and evaluate and what makes good 2. Relate developmental gathering of both including the Strange Crosscultural theories and/or	covered in child
	psychology. This
3.Evalaute Ainsworth's work on 2. Analayze cross-cultural psychology: (including psychology, including 2.Evalaute one contemporary from child psychology as given in psychology.	practical research
3.Evalaute Ainsworth's work on attachment, including types of research into attachment graph attachment attachment graph atta	exercise must adhere to
attachment and the Strange types and issues of cross-sectional a.Cassibba et al. (2013)	ethical
Situation procedure. nature-nurture issues that p	principles in both
	content and intention.
	In conducting the
	practical research
	exercise.
Module Module Module Module Module Module Module Module	Module
Clinical Psychology	Clinical Psychology
Learning Objecives	Learning Objecives
	One practical research
	exercise to gather data
usefulness in explaining and deviance, anorexia disorder, Care Professions Council being sane in insane places. discussed as a contemporary treating mental health issues, dysfunction, distress, and nervosa, Obsessive- 2. Discuss two treatments for (HCPC) guidelines for Discuss and evaluate one issue for society rather	relevant to topics covered in clinical
treating mental health issues, dysfunction, distress, and nervosa, Obsessive- 2. Discuss two treatments for danger. compulsive disorder (OCD) each disorder. The two for clinical practitioners. contemporary study on than an academic argument.	psychology.
the standard	This practical research
	exercise must adhere to
and drug treatments. for mental health, including areas. The two for the other longitudinal, cross-	ethical principles in both
	content and intention.
and the use of	Content analysis that
primary and secondary	

GRA	ADE 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
		Criminological psychology	Criminological	Criminological	Criminological psychology	Criminological	Criminological	Criminological psychology	Criminological
		Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
		Explain the criminal behaviour -	Explore the social reason for	Describe the cognitive	Explore the different treatments	Evaluate eyewitness	1.Identify factors influencing	Explore one classic study in	Methodolgy:
		biological and learning, inleuding	criminal behaviour.		for offenders in order to avoid	reliability and cognitive	1 '	criminal psychology and look into	a.Research methods
		gender and key issues.		offending behaviour.	reoffending.	interview		other contemporary studies.	b. Case studies.
							consideration of reliability.		c.Issues of reliability,
	-						3.Discuss factors influencing		validity, objectivity,
	TERM 1						jury decision-making, including characteristics of the defendant		credibility and ethics in research in
	Ţ						and pre-trial		criminological
							publicity, including studies in		psychology.
							this area.		d.Data analysis.
									,
		Module	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	1.Evalaute the use of animal	1. Evalaute classic study of	1	One practical research exercise	Analyze issues and
		taking, including addiction,		differences in health	laboratory experiments to	Olds and Milner (1954).	issue of relevance to today's	"	debates in health
		tolerance, physical and		l, , , ,	study drugs.	2. evalaute one	1	relevant to topics covered in	psychology:
		psychological dependency,	2. Evalaute two treatments	_	2.Disucss ethics of using animals	contemporary study from	1 ' ' '	health psychology. This	Ethical
		withdrawal.	•	_	to study drugs.	the following:	' '	practical research exercise must	Practical issues in the
		2.Anayze explanations of drug		include effects dependent on		a.Mundt et al. (2012)	1 ''''	adhere to ethical	design and
	-	addiction, biological vs learning	, ,	differences in the	3. Evalaute two research	b.Dixit et al. (2012)		principles in both content and	implementation
	Σ	explanation .	' '	individual, such as	methods using humans to study	c.Pengpid et al. (2013)	1. , 6, 6	intention.	of research.
	TERM 1		, ,		drugs.		1 -	In conducting the practical	Reductionism
			' "	· ·	Ethics of using human The study of			research exercise.	Comparisons between
			j. ,	l' ' "'	participants to study				ways of explaining behaviour using
			_	l	drugs. 4. Evalaute the use of cross-cultural				different themes.
				_	research, including naturenurture				Psychology as a
				l '	issues related to drug misuse.				science
				learning.	issues related to drug misuse.				Culture
				i carrinigi					Nature-nurture
									An understanding of
									have no vols all a signal
		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

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	1.To draw a synoptic view on	'''	· ·	Control issues: counterbalancing,	Understand Descriptive	Understand Inferential	1.Discuss methodological issues:	1. Describe the
	other areas of the qualification in	'	l '	1	statistics	statistics Decision making	validity (internal, predictive,	important ethical issues
	order to	data;	field; independent and	experimenter effects, social	measures of central	and interpretation	ecological), reliability,	in research using
	understand conceptual and	primary and secondary	dependent variables.	desirability, demand	tendency, frequency	• Levels of measurement.	generalisability, objectivity,	humans, including risk
7	methodological issues.	data.	2.Discuss Observations	characteristics, participant	tables,	Appropriate choice of	subjectivity (researcher bias),	assessment when
∑	2.will develop an understanding	2.Sampling techniques	3. Additional research	variables, situational	graphs (bar chart,	statistical test. The criteria	credibility.	carrying out research in
TERM	of how to use theories and	3. Experimental/research	methods and techniques:	variables, extraneous variables,	histogram, scatter	for and use of	2.Analysis of qualitative data	psychology.
	evidence from many areas of	designs	twin and adoption studies,	confounding	diagram),	Mann-Whitney U, Wilcoxon,	3. Conventions of published	
	psychology and apply them to	4. Hypotheses: null,	animal experiments, case	variables, operationalisation of	normal distribution.	Spearman's,	psychological research:	2.Discuss the ethical
	the issues.	alternate, experimental;	studies as used in different	variables.	Produce, handle,	chi squared.	abstract, introduction, aims and	issues in research using
		directional and non-	areas of psychology,		interpret data-including	• Use of critical value tables,	hypotheses,	animals.
		directional.	scanning (CAT, PET, fMRI),		drawing comparisons (e.g.	one- and two-tailed testing.	method, results, discussion; the	
		5. Questionnaires and	content analysis,		between means of	 Levels of significance, 	process of peer review.	
		interviews: open, closed.	correlational research,		two sets of data).	including knowledge of		
			longitudinal and		Students do not need to	standard statistical		
			crosssectional,		know formulae but are	terminology.		
			cross-cultural and meta-		expected to			
			analysis.		be competent in simple			
	Module	Module	Module	Module	Module	Module		
	Module Psychological Skills/Revision	Module Psychological	Module Psychological	Module Psychological Skills/Revision	Module Psychological	Module Psychological		
					Psychological Learning Objectives	Psychological Learning Objectives		
	Psychological Skills/Revision Learning Objectives 1. Describe the important ethical	Psychological	Psychological	Psychological Skills/Revision	Psychological	Psychological Learning Objectives		
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	Psychological Skills/Revision Learning Objectives 1. Describe the important ethical issues in research using humans,	Psychological Learning Objectives 1.Draw on and compare studies from the classic	Psychological Learning Objectives 1.Discuss the issues and debates sections in each	Psychological Skills/Revision Learning Objectives 1. Practical issues in the design and implementation of	Psychological Learning Objectives 1.Describe psychology as a science.	Psychological Learning Objectives 1.Evalaute the use of psychology in social control.	Z	
	Psychological Skills/Revision Learning Objectives 1. Describe the important ethical issues in research using humans, including risk	Psychological Learning Objectives 1.Draw on and compare studies from the classic study	Psychological Learning Objectives 1.Discuss the issues and debates sections in each topic area for	Psychological Skills/Revision Learning Objectives 1. Practical issues in the design and implementation of research.	Psychological Learning Objectives 1.Describe psychology as a science. 2.Cultural and gender	Psychological Learning Objectives 1.Evalaute the use of psychology in social control. 2.The use of psychological	Z	
4.2	Psychological Skills/Revision Learning Objectives 1. Describe the important ethical issues in research using humans, including risk assessment when carrying out	Psychological Learning Objectives 1.Draw on and compare studies from the classic study section throughout the qualification.	Psychological Learning Objectives 1.Discuss the issues and debates sections in each topic area for examples of how to apply	Psychological Skills/Revision Learning Objectives 1. Practical issues in the design and implementation of research. 2.Reductionism in the	Psychological Learning Objectives 1.Describe psychology as a science. 2.Cultural and gender issues in psychological	Psychological Learning Objectives 1.Evalaute the use of psychology in social control. 2.The use of psychological knowledge in society.	<u>O</u>	
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