## St. Mary's Catholic High School (2021-2022) PSYCHOLOGY LTP

## YEAR 9 LONG TERM PLAN

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	TOPIC		TOPIC	TOPIC	TOPIC		TOPIC	TOPIC
	Development: Early brain developmnt	development and	: Piaget's stages of their role in education. cognitive development	Development: Dweck's Mindset Theory and the Effects of Learning on	Development:Willingham's I Effects of Learning on Develop Inhelder 'Three Mo	oment .Study: Piaget's and	Development: Study:Gunderson et.al (2013 ) Parent	Issues and debates
	Module	N	Module	Module	Modul	e	Module	Module
	Learning objective	Learni	ng objective	Learning objective	Learning ob	jective	Learning objective	Learning objective
Ferm 1	Ensure that psychology is a science by learning and understanding it. Identify and describe the key elements of early brain development in relation to how brain areas respond to stimuli.	cognitive developme cognitive developme and weaknesses of the preoperational, cond	ng Piaget's Theory of ent, and the four stages of ent, including strengths he theory: sensorimotor, crete operational, formal ta/schemas, assimilation,	using Carol Dweck's mindset theory. Outline the strengths and weaknesses of the theory.	Describe developmental effects be of Daniel Willingham, including some the theory: Factual knowledge primportance of practice and effort strategies, physical development development strategies.	trengths and weaknesses of redates skills, the c, cognitive development	Studying children's perspectives and exploring the connections between the viewpoint of the child and the perception of other	Identify morality issues in psychology and the individual, including: The terms 'morality' and 'moral(s)' Pre-conventional, conventional and post-conventional stages of morality The use of content, theories and research drawn from cognitive development to explain development of morality
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	
	Memory: Memory and information processing	Memory: Short- term and Long-term memory	Memory: Understanding Amnesia	Memory: Bartlett's (1932) Theory of reconstuctive memory	Memory: Atkinsons and Shiffrin (1968) Multi-store Model of memory	Memory: study: Bartlett (1932 War of the Ghosts	Memory: study: Peterson and peterson (1959) Short-term Retention of individual verbal items	
	Module	Module	Module	Module	Module	Module	Module	

	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	
	Explain how memory	•	Recognize the types of		Describe the Multi-Store Model	Examine whether prior	Examine the true	
	and information	features, structures	amnesia. Demonstrate	created and how they affect	• •		duration of a short-	
	processing work and	and processes of	understanding of	memory. Apply the concept		recall of a story.	term trace by	
	how they are	memory. Distinguish	retrograde and	of reconstuctive memory to	Outline the strengths and	To see if cultural context	interfering with the	
H	structured.	between short term	anterograde amnesia.	a variety of circumstances	weaknesses of the theory of	and unfamiliarity with a	rehearsal process.	
Term	To learn more about	and long term	Compare and hightlight	to emphasize essential	separate memory stores.Such as:	narrative caused memory		DEVICION.
Te	how the brain	memory.	key differences between	memory ideas. Compare	Iconic memory,Echoic Memory	distortion when it was		REVISION
	processes information,		symptoms of retrograde	and contrast reconstuctive	and the other sensory registers .	recalled.		
	draw a diagramatic		amnesia and the	memory to the multi-store		To see if people's memories		
	model of the brain.		symptoms of anterograde			are reconstructive and if		
	Explain what the term		amnesia	,		they store and recall		
	"encoding" means.					information according to		
	5 111 <b>G</b> 11 1					cultural schemas.		
YEAR 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
		Psyhcological				Psychological problems:	Psychological	
	Memory: Issues and	Problems: Unipolar	Psychological Problems:	Psychological problems:	Psychological problems:	Cognitive behavioural	problems: Drug	Psychological problems:
	debates	depression:	Unipolar depression:	Genetic explanation of	Cognitive theory as an	_	therapy as a treatment	Addiction: sumtoms, features,
	3.23 <b>3.00</b>	symptoms and	Incidence and influence	unipolar depression	explanation of depression	treatment for depression	for depression.	incidence and influence.
		footures				•	_	
	Module	Module	Module	Module	Module	Module	Module	Module

	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
	Define the principles	Develop and further	Explain how the number	Explore on how the	Understand how cognitive theory	Evaluate how CBT is used to	Explain how different	Identify the symptoms and
	and key concepts of the	knowledge of	of people diagnosed with	influence of genes can	can be used to explain why	treat people with	drugs antidepressant	features of drug addiction.
	reductionism/holism	common	unipolar depression has	explain why people develop	people develop depression.	depression and evaluate the	treats patients with	Explain how addiction is
	debate. To explain how	psychological	changed over time.	unipolar depression.	Evaluate the cognitive theory as	therapy.	depression	diagnosed as a mental health
	research illustrates	disorders.a. Describe	Discuss how unipolar	Evaluate the genetic	an explanation of developing		Define the terms:	problem.
	different positions	the symptoms and	depression can affect	explanation of unipolar	unipolar depression.		neurotransmitters,	Describe how number of people
2	within the	features of unipolar	individual people and	depression.			noradrenaline,	diagnosed with addiction has
Term	reductionism/holism	depression that	society in general.				reuptake, placebo and	changed over time.
Te	debate.To apply	diagnose this as a					relapse.	Outline how addiction can affect
	understanding of the	mental health					Assess the	individuals and society in
	reductionism/holism	problem.					effectiveness of drugs	general.
	debate and synthesise						like antidepressant in	
	this knowledge when						treating depression.	
	given novel							
	sources							
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	TOPIC	,	TOPIC		TOPIC	TOPIC	TOPIC	
	Psychological			Psychological problems:	Oryg therapy as a treatment for	Psychological problems:	Psychological	
	problems: Genetic	, .	ms: Learning theory as an	addiction Study: Caspi et al	. (2003) Influence of life stress on		problems: Issues and	
	explanation of	=	tion.Cognitive behavioural		y a Polymorphism in the 5-HTT	Cognitive Behavior Therapy		
	addiction.	therapy as trea	tment for addiction.		Gene.	with Internet Addicts	nurture	
	Module	N	/lodule	N	/lodule	Module	Module	

	Learning objective	Learni	ng objective	Learni	ng objective	Learning objective	Learning objective	
Term 2	Asses how the influence of genes can explain why people get addictions. Identify the gene that causes addiction. c. Explain the genetic variation as to why some are more prone to get addiction.	Evaluate the social I how people get into a Discuss thoroughly he and operant condition and relates to addictive Explain what is funct training. Study the babehavioural therapy.  CBT when it is used we have the social into	earning theory to explain addiction.  ow classical conditioning ning shape ones behavior on.  ional analysis and skills ckground of cognitive Describe the procedure of with people who have got trengths and weaknesses	Investigate how drugs are use Outline how effective is the coaddiction. Assess the strength therapy.  Explain stressful experiences people but not others.	sed to treat people with addiction. drug therapy to treat his and weaknesses of the drug lead to depression in some e involved with serotonin to see if	Write hypotheses for experimental design exercises undertaken on memory. Evaluate whether there is a genetic basis for addictive behaviour. To investigate the effect of using CBT to treat a group of patients diagnosed with	Investigate the principles and key concepts within the nature/nurture debate.Outline the key features of the nature/nurture debate.	REVISION
				YEAR 10 LON	NG TERM PLAN			
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	The brain and neuropsychology: The structure and function of the brain	The brain and neuropsychology: Lateralisation of function in the hemisphers	The brain and neuropsychology: The role of the central nervous system	The brain and neuropsychology: The impact of neurological damage	The brain and neuropsychology: Study: Damasio et al.(1994) The return of Phineas Gage: Clues about the brain from the skull of a famous patient	The brain and neuropsychology: Study: Sperry (1968) Hemisphere Deconnection and unity in conscious awareness	The brain and neuropsychology: Issues and Debates: How Psychology has changed over time	Social influences: How do others affect you? Terms used in Social Influence
	Module	Module	Module	Module	Module	Module	Module	Module

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	Learning of	•	Learning objective	Learning objective	Learning objective Evaluate the behaviour of	Learning objective	Learning objective	
Ę	Define and explain what	is meant by a	•	Recognize obedience to		Understand possible ways to		
Ter	bystander effect.		1 ' '	authority and factors		l <sup>*</sup>	background to the	REVISION
	Distinguish between bys			affecting	within them and the effect of	authority figures	study.	
	'intervention' and bystar	• •		obedience to authority	collective behaviour, including		Explain Aims,	
	.Demonstrate knowledge	•	' '	figures, including:	a. pro- and anti-social behaviour.		procedure, results and	
	people are willing to help		_	a. personality			conclusion.	
	Explain the conditions ur		' '	b. the situation.			Evaluate Strengths and	
	bystanders may interven	e.	b. the situation .				weaknesses.Investigate	
			Describe the situations in				the effect that the type	
			which we are more likely				of victim would have	
			to conform.				on the speed and	
							frequency with which	
							someone would	
							respond to aid them in	
							an emergency.	
YEAR 10	Define	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Casial influences	Casial influences						
	Social influences:	Social influences:						
	How do others	How do others	Research Methods-			Research Methods-	Research Methods-	
	affect you? Study:	affect you?	How do you carry out	Research Methods-	Research Methods- How do	How do you carry out	How do you carry	Research Methods- How do
	Haney, Banks and	Issues and	Psychological	How do you carry out	you carry out Psychological	Psychological	out Psychological	you carry out Psychological
	Zimbardo (1973) A	Debates- Social	Research? - Designing	•	Research? - Methods of	Research? - Research	'	Research? - Ethical issues in
	study of Prisoners	and Cultural	ا ت	Research? - Hypotheses		and Experimental	of reliability and	psychological research
	-			nescarcii: - Hypotheses	Jamping	-		psychological research
	and Guards in a	issues in	research			designs	validity	
	Simulated Prison.	Psychology						
	Module	Module	Module	Module	Module	Module	Module	Module

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	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
	Describe the		Identify:	Define null hypothesis and	Discuss the meaning of target	Explore the experimental	Outline how reliability	Analyze ethical issues in
	_	knowledge on social	·	write them out. Define	population and samples. Evaluate	•	-	psychological research and how
	·	and cultural issues in	` ′	alternative hypothesis and	the different methods of	including	in sampling methods,	to deal with ethical issues.
	Explain Aims,	psychology,	b. a dependent variable	write different ones down.	sampling, including strengths and	strengths and weaknesses:	experimental design,	
1 2	procedure, results and	including:	(DV)		weaknesses of	a. independent measures	and quantitative and	
ern	conclusion.	a. know the terms	c. extraneous variables,		each sampling method	b. repeated measures	qualitative methods.	
-	Evaluate Strengths and	'society' and 'social	including			c. matched pairs		
	weaknesses. Assess	issues'	(i) situational variables					
	behaviour	b. know the term	(ii) participant variables					
	of 'normal-average'	'culture'	Analyze the influence of					
	people when assigned	c. the use of	extraneous variables and					
	the roles of 'guards'	content, theories,	suggest possible ways to					
	and	and research drawn	control for them,					
	'prisoners'. Analyze	from social influence	including:					
	changes in emotions,	to explain social and	a. use of standardised					
	mood,	cultural issues in	procedures					
	interactions, coping	psychology	b. counterbalancing					
	skills and attitudes		c. randomisation					
	towards oneself and		d. single-blind techniques					
	others.		e. double-blind					
			techniques					
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	
		Research						
	Research Methods-	Methods- How	Research Methods-	Research Methods-			Research Methods-	
			How do you carry out		Research Methods- How do	Research Methods-		
	How do you carry	do you carry out	Psychological	How do you carry out		How do you carry out	How do you carry	
	out Psychological	Psychological	Research? - Data	Psychological	you carry out Psychological	Psychological	out Psychological	
	Research?-	Research?-	Analysis: Arithmetic	Research? - Maths skills	Research? - Representing	Research? - Types of	Research?: Issues	
	Understanding	Understanding	I -	and Descriptive	and Interpreting Data	= =	and Debates-	
	Research Methods	Research	and numerical	statistics		data	Ethical Issues	
		Methods	computation					
	Madula		Modulo	Modulo	Modula	Modulo	Module	
	Module	Module	Module	Module	Module	Module	Module	

	Laguring abicative	Laguaina abiastica	Learning objective	La amaine alaisetissa	Laguring abiastics	Learning phicatics	Lagraina ahigatiya	
2	Learning objective Evaluate research	Learning objective Continue Evaluating	Learning objective	Learning objective Analyze and use, including	Learning objective Be able to:	Learning objective Analyze the difference	Learning objective Evaluate ethical issues	
Term		_	expressions in decimal	calculations:		between:	in psychological	REVISION
<del>"</del>	· ·	Correlation, e. Case	·	a. mean, and finding	· ·	a. primary data	research,	REVISION
	· ·	study and f.	standard form	arithmetic means		b. secondary data	including:	
	,	Observation	b. estimate results	b. median	charts	b. secondary data	a. know the term	
	•		c. use an appropriate	c. mode	c. construct and interpret		'ethical issue(s)	
	=	features, strengths	number of significant	d. ratios	· ·		Review the use of	
	_	and	1	e. fractions	histograms d. construct a scatter diagram		content, theories, and	
	following, and the types		figures.		e. use a scatter diagram to		research drawn from	
	=			f. percentages	identify a correlation between		the	
		following, and the types of research for		g. range as a measure of	two variables.			
	,	''		dispersion	two variables.		compulsory topics	
		which they		h. identify the			(Topics 1, 2, 3, 4, 5) to	
		are suitable.		characteristics of normal			explain ethical	
				distributions			issues in psychological	
							research.	
				YEAR 11 LOI	NG TERM PLAN			
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Understanding learning theories as an explanation of criminality	Biological explanations of criminality	Understanding the effectsof punishment on recidivism & Treatments to rehabilitate and reduce criminal and	Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models	Behaviour Across Five Years of Broadcast Television: A	Features, functions and benefits of sleep	Internal and external influences on sleep & Symptoms and explanations of sleep disorders	Freud's (1900) heory of dreaming & Hobson and McCarley's (1977) activation synthesis theory of dreaming
			antisocial behaviour					

	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
	Illustrate how	llustrate how	Describe the types of	Describe the background	Describe the background and	Outline the four stages of	Describe the circadian	Outline the Freud's theory of
	criminality can be	criminality can be	punishment used to deal	and APRC of the study.	APRC of the study.	sleep and REM sleep.	and ultradian rhythms;	how dreams are used to access
₩	explained by learning	explained by	with offenders.	Explain the strengths and	Explain the strengths and	Describe the functions and	and sleep.	the unconscious.
Term	theories.	biological	Explain the strengths and	weaknesses of the study.	weaknesses of the study.	benefits of sleep.	Illustrate how the	Illustrate the manifest and latent
T <sub>o</sub>	Explain the strengths	explanations.	weaknesses of each form			Explain he strengths and	hormones and	content of dreams and
	and weaknesses of	Identify the	of punishment.			weaknesses of sleep cycle	zeitgebers influences	dreamwork.
	using learning theories	personality types to	Describe the two			explanations.	sleep. Explain the	Explain the strengths and
	to explain criminality.	explain criminality.	treatments used to				strengths and	weaknesses of Freud's theory.
		Explain the	rehabilitate and reduce				weaknesses of bodily	Describe the Hobson and
		strengths and	criminal and antisocial				rhythms as internal	McCarley's biological theory of
		weaknesses of	behaviour and increase				and external	dreaming.
		personality theory	prosocial behaviour.				explanations on sleep.	Explain the strengths and
		as an explanation of	Explain the strengths and				Describe the symptoms	weaknesses of Hobson and
		criminality.	weaknesses of these				and explanations of	McCarley's theory.
			treatments.				insomia and	
							narcolepsy.	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	
			Concepts of the self					
			and self-concept	The humanistic	How personality can be	Vohs and Schooler	Van Houtte and	
	Freud's (1909)	Siffre (1975) Six	&	explanation of the self	measured	(2008) The Value of	Jarvis (1995) The	
	LittleHans: Analysis			&		Believing in Free Will:	Role of Pets in	
	of a Phobia in a Five	Months Alone in	_	Internal and external	&	Encouraging a Belief in	Preadolescent	
	Year Old Boy	a Cave	and free will in the	influences on the self	The use of trait theory as a	Determinism Increases	Psychosocial	
	-		development of the	and self esteem	measure of personality	Cheating	Development	
			self					
	Module	Module	Module	Module	Module	Module	Module	
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	
4	Describe the	Describe the	Describe Lewis's ideas	Describe the humanistic	Explain how personality can be	Describe the background	Describe the	
Term	background and APRC	background and	about existential and	explanations of the	measured using personality	and APRC of the study.	background and APRC	
Te	af + a a+d	i	1	I	I	Evaluin the strongths and	of the study.	REVISION
	of the study.	APRC of the study.	categorical self.	development of Roger's	scales and types.	Explain the strengths and	or the study.	
	Explain the strengths	APRC of the study. Explain the	1 -	development of Roger's theory and Maslow's	Describe Allport's theory and	weaknesses of the study.	Explain the strengths	
	<u>'</u>	1	Describe Roger's ideas	l '	1 ''	l .	1	
	Explain the strengths	Explain the	Describe Roger's ideas about the way our self is	theory and Maslow's hierarchy of needs.	Describe Allport's theory and	l .	Explain the strengths	
	Explain the strengths and weaknesses of the	Explain the strengths and	Describe Roger's ideas about the way our self is	theory and Maslow's hierarchy of needs.	Describe Allport's theory and Cattel's 16PF personality	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used.	theory and Maslow's hierarchy of needs. Explain the strengths and	Describe Allport's theory and Cattel's 16PF personality assessment.	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories.	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of identity development.	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and external influences on the	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of identity development. Explain Baumeister's	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and external influences on the	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of identity development. Explain Baumeister's views about free will and	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and external influences on the	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of identity development. Explain Baumeister's views about free will and the consequences of	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and external influences on the	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	
	Explain the strengths and weaknesses of the	Explain the strengths and weaknesses of the	Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of identity development. Explain Baumeister's views about free will and the consequences of belief in free will.	theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and external influences on the	Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	l .	Explain the strengths and weaknesses of the	

YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	ТОРІ	С	T(	OPIC	TOPIC		•	TOPIC
	REVISION OF T	TOPIC 1 & 2	REVISION O	F TOPIC 3 & 4	REVISION OF	TOPIC 5	REVISIO	ON OF TOPIC 6
	Modu	ile	Mo	odule	Module		Module	
	Learning ob	-		g objective	Learning obj			ning objective
	Review how brain develo	•	To review the ideas learne	•	To reapply ideas about how social in	nfluence effects others in a	• •	topic and will be examined in
	how memory works.To p	_	l	n effect you and use them to			Paper 2. To use skills lea	•
	exam questions.	То		d against the role of CBT or	To practice answering exam question		To practise exam question	•
2	revisit material both desc	cription and	durgs treament for psycho	=	To revisit material both description	and evaluation. Revise the	-	are criminal born or made? To
Term	evaluation.	_	depression and addiction.	• • •	strategies to enable			ing theories as an explanation of
Te	To organize notes ready f	for main exam	•	ns as exemplified in mental	people to retain the autonomous st	tate and	criminality.	
	revision.		health issues.		resist blind obedience.			
	To be assessed and see if	,	To become familiar with ex	, ·	To organise notes ready for main ex			
	To understand how to an	•	To practice answering exar	-	To be assessed and see if they are	on target		
	studies and research met		To revisit material both de	•				
	To recap how to answer to	flawedstudy	To organise notes ready for					
	question.		To be assessed and see if	they are on target				
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	TOPI	С	то	OPIC		TOPIC		
						10110		
	REVISION O	F TOPIC 7	REVISION	OF TOPIC 9	REV	ISION OF TOPIC 11		
	Modu	ile	Mo	OF TOPIC 9		ISION OF TOPIC 11  Module		
	Modu Learning ob	ile bjective	Mo Learning	OF TOPIC 9  odule g objective	I	Module Learning objective		
	Modu  Learning ob  These topic are optiona	ile <b>bjective</b> il topic and will be	Mo Learning These topic are optional to	OF TOPIC 9  odule g objective ppic and will be examined in	In this topic is a compulsory topic and	Module Learning objective I will be examined in both Pa	· · · · ·	
	Learning of These topic are optional examined in Paper 2. Re	pjective Il topic and will be ecall the concept of	Learning These topic are optional to Paper 2.	odule g objective ppic and will be examined in	This topic is a compulsory topic and in greater depth in Paper 2. Research	Module Learning objective I will be examined in both Pach methods – How do you ca	rry out psychological	
	These topic are optional examined in Paper 2. Re	ojective al topic and will be ecall the concept of you who you are?	Learning These topic are optional to Paper 2. Sleep and dreaming – Wh	OF TOPIC 9  odule g objective  opic and will be examined in  y do you need to sleep and	This topic is a compulsory topic and in greater depth in Paper 2. Researcesearch? To practice answering ex	Module  Learning objective I will be examined in both Pach methods – How do you cake am questions. To revisit mat	rry out psychological erial both description	
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