



Archbishop Beck Catholic College

KS5 Scheme of Work

Year 13 Applied Psychology



Lesson Sequencing	The High 5 lesson : to be used throughout year	HAP further learning opportunities
<p>Unit 3 Health Psychology Section A A1. Overview of three approaches: Biomedical, Health as a continuum and Biopsychosocial. Psychological and Behavioural addiction. A2. Health belief model. Perceived seriousness, Perceived susceptibility. Cost-benefit analysis. Locus of control, (Rotter 1966) Theory of planned Behaviour Ajzen (1985). Self-efficacy. B1. Stress; Causes of stress, life events, hassles and uplifts. Stress in the workplace, personality and stress B2. Physical responses to stress, stress and ill health. Biological and learning explanations. Unit 4 Criminal and forensic Psychology A1 (coursework) Understanding different approaches to explain criminal behaviour A2 Genetic and learning theory. B3. Cognitive explanations for addiction.</p>	<p>Consolidation: Tasks to support prior learning including past exam questions, knowledge quizzes, mind maps, discussion tasks, assessment of exemplar answers with the use of peer and self-assessment. Modelling: With the use of past exam model answers use to develop knowledge, application, analysis and evaluation for possible questions in the exam. The use of exemplar coursework task examples, exemplar answers and mark schemes for examination units. Teacher led to start with then in groups, pairs and individually with the use of notes to support independence as confidence increases. Response and Feedback: Q & A, oral feedback to whole class and individuals, written feedback on coursework tasks, improvement tasks, extension tasks, peer improvement tasks, detailed marking of written tasks, next step marking. Challenge: use of relevant extension tasks, use of model answers and examples of past examination responses to challenge the students to evaluate the question so looking at evaluation and judgement. Independent research of tasks using online resources.</p>	<p>Extension directed questioning, extended questions focus on all topics, use of authentic texts, increased use of extended vocabulary, and focus on key valiant vocabulary, challenge activities incorporated into response and feedback, peer support and self-assessment. Exam board set questions /past papers and mark schemes. Examiners reports. Careers week and employment opportunities, University open days. University scholar's programme and social mobility programme. Exam booklets created to support independent learning.</p>

Operant conditioning explanation for addiction;
Alcohol, gambling and shopping.

C1. Theories of persuasion
Fear arousal theory.

C2. Stress management.
Drug therapy, biofeedback and stress
inoculation.

Aversion therapy.C.B.T.
Skills training

C3. Reasons for non-adherence.
Models to improve adherence.

Continuation of unit 4 (coursework)
A3

Social learning theory.
Differential association.

Effects of environment and upbringing.
B1. Punishing criminal behaviour

Zero tolerance
Offender disclosure. Community sentencing.

Anger management. Restorative justice.
Token economy

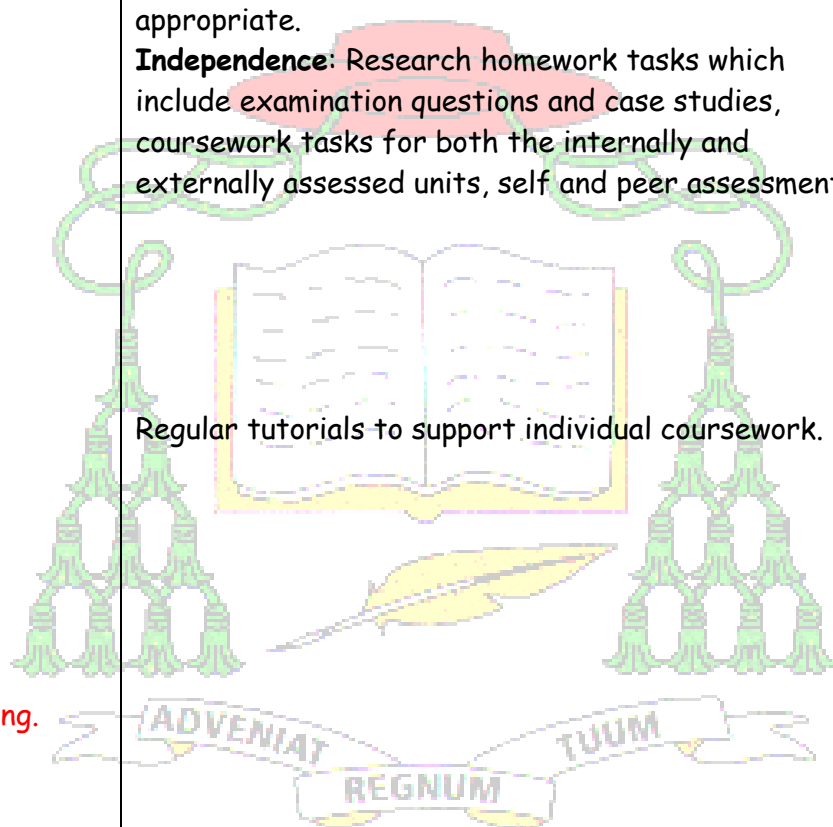
Offender profiling. F.B.I. interviews.
Bottom up approach. Aims of profiling.

Crime scene data collection.
Problems and issues with offender profile

Challenge tasks set in response and feedback if
appropriate.

Independence: Research homework tasks which
include examination questions and case studies,
coursework tasks for both the internally and
externally assessed units, self and peer assessment.

Regular tutorials to support individual coursework.



Students given support and
challenge to meet targets.

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