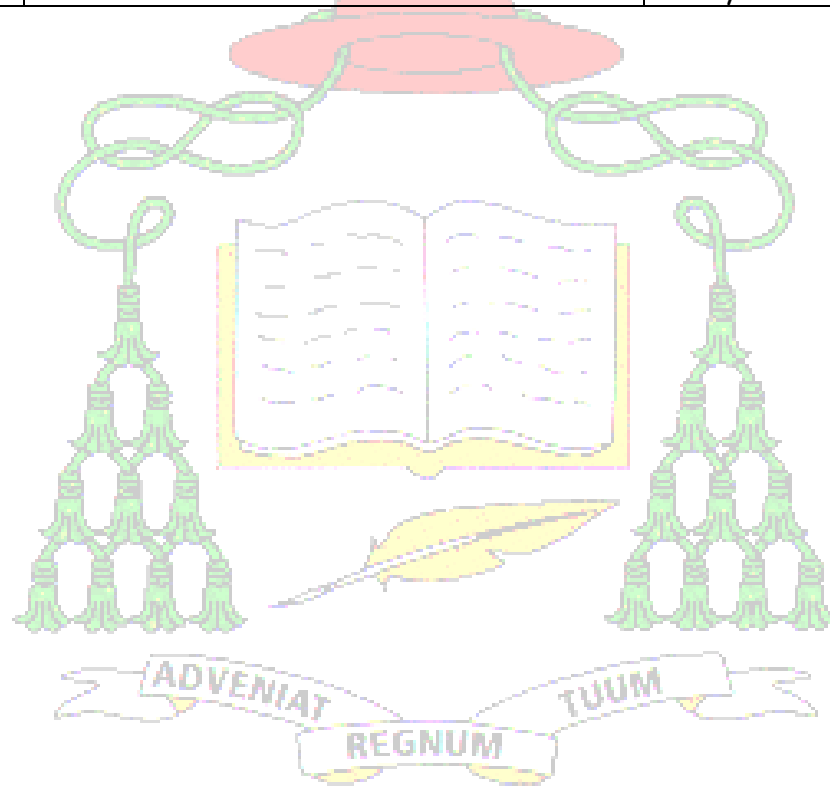


Archbishop Beck Catholic College Long Term Plan for Level 3 Psychology

Year 12

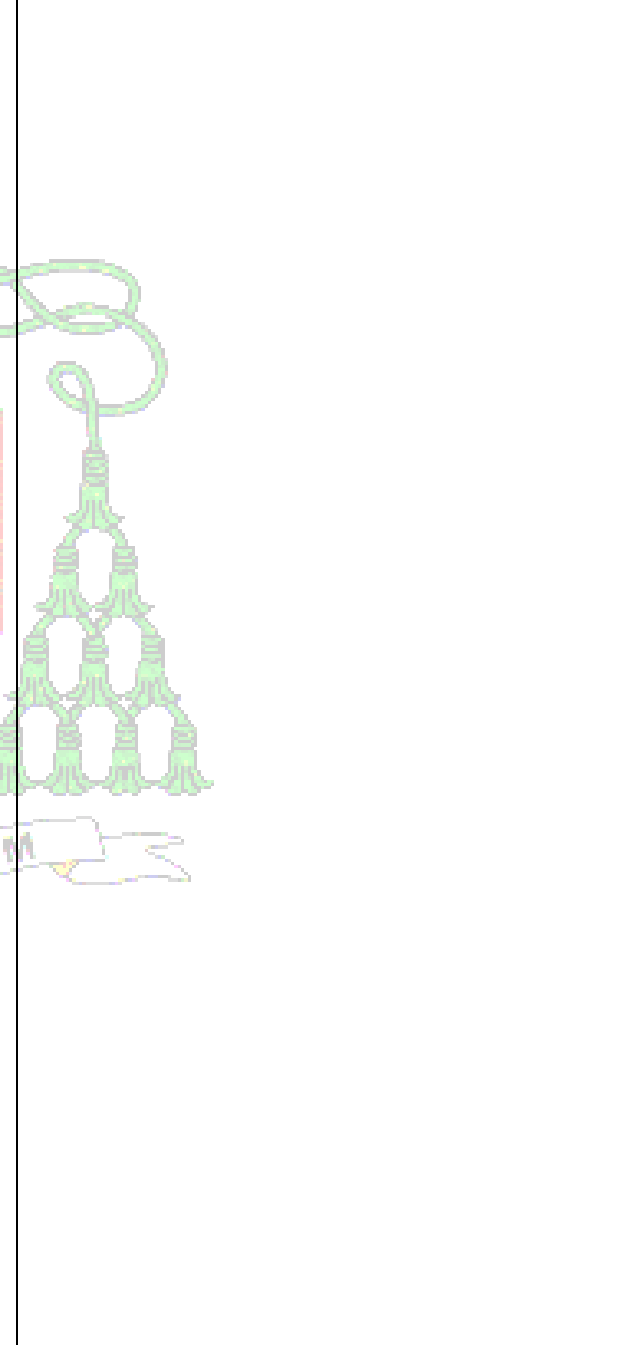
Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
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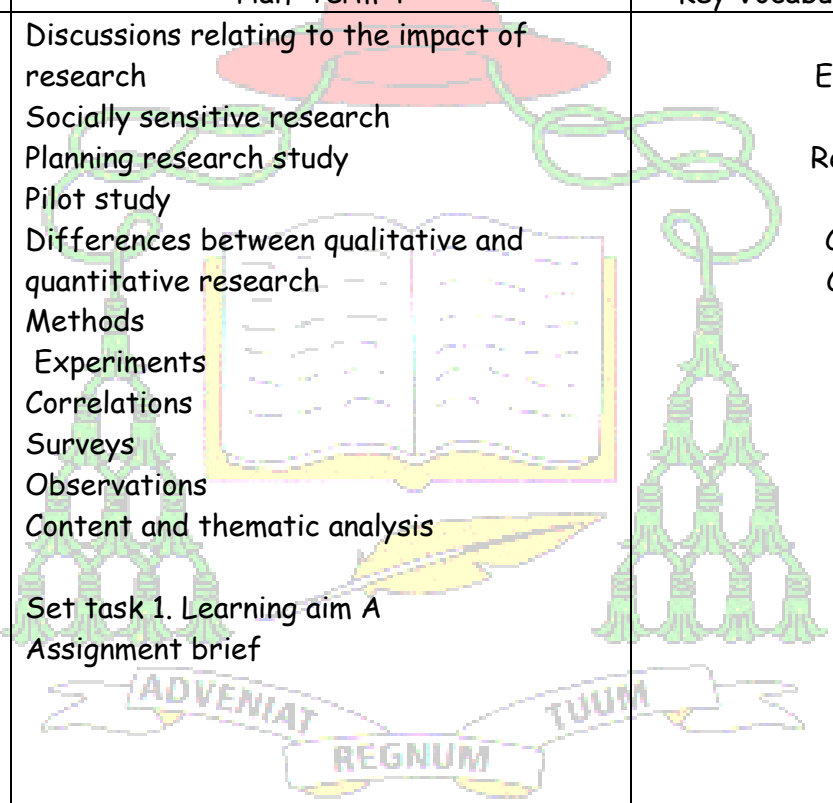


<p>Unit 1 Psychological approaches and applications</p> <p>Learning aim A&B</p> <p>A1. Overview of four approaches; Cognitive approach Social approach Learning approach Biological approach</p> <p>B1 Cognitive approach Reconstructive memory / role of Schemas Key study 'War of the ghosts' Bartlett (1932). Evaluations. Cognitive priming /Cognitive scrips Key study Harris et al (2009).</p> <p>B2 Cognitive bias Errors and Bias Key study Loftus and Palmer (1974).</p> <p>Social Approach Conformity Normative and informational social influence. Research Asch (1951).</p> <p>B3 Social Categorisation Stereotypes Effects of stereotyping Research Chatard(2007).</p>	<p>B3 Environmental factors which affect development Classical and operant conditioning. Research Watson and Raynor 'Little Albert' study (1920). Skinner (1932). Social learning theory Bandura (1961)</p> <p>B4 Biological Approach. Biology and Behaviour. Role of genetics.</p> <p>B4</p> <p><i>Introduce Unit 2 Conducting psychological research</i></p> <p>A1 (coursework)</p> <p>Introduction to why and how research is carried out in psychology. Purpose of research Informing practice/Informing policy.</p> <p>Neuroanatomy Research Harlow (1868). Neurochemistry. Research Deady et al (2006). Application of Psychology C1</p>	<p>Unit 1 Cognitive approach Learning theory Bias Conformity Social categorisation Classical/operant conditioning</p>
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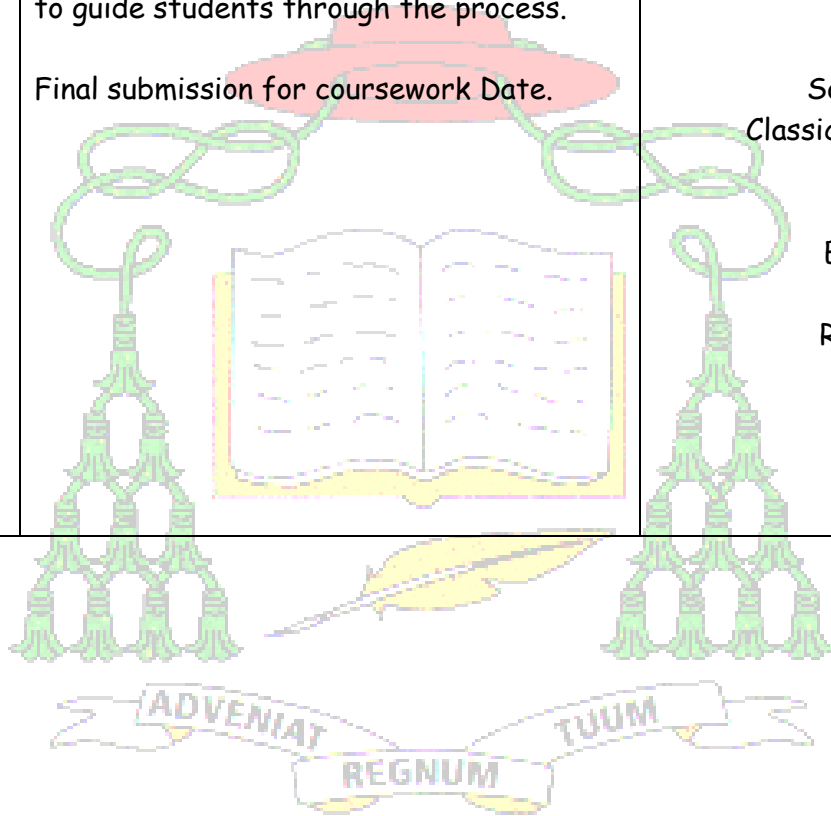
Consolidation of topics
AP1 Assessment

Evolutionary psychology.
Research Buss et al (1992).
Research process.
Carrying out research.
Types of research/studies.
Aggression
Cognitive approach to explain aggression in society.
Priming.
Hostile attribution bias/ Evaluations.
Social approach to explain aggression.
C2
Learning approach explaining aggression.
Social learning theory.
Conditioning.
Biological approach to explain aggression.
Brain structure/genetics.
Consumer behaviour
Cognitive approach to consumer behaviour.
Role of schemas
Bias and advertising.
Social approach
Learning approach.
C3
Biological approach to consumer behaviour.
Gender
Cognitive approach.
Gender schema theory
Social approach.
Gender and conformity.
Learning approach.
Social learning theory and gender.
Biological explanations.

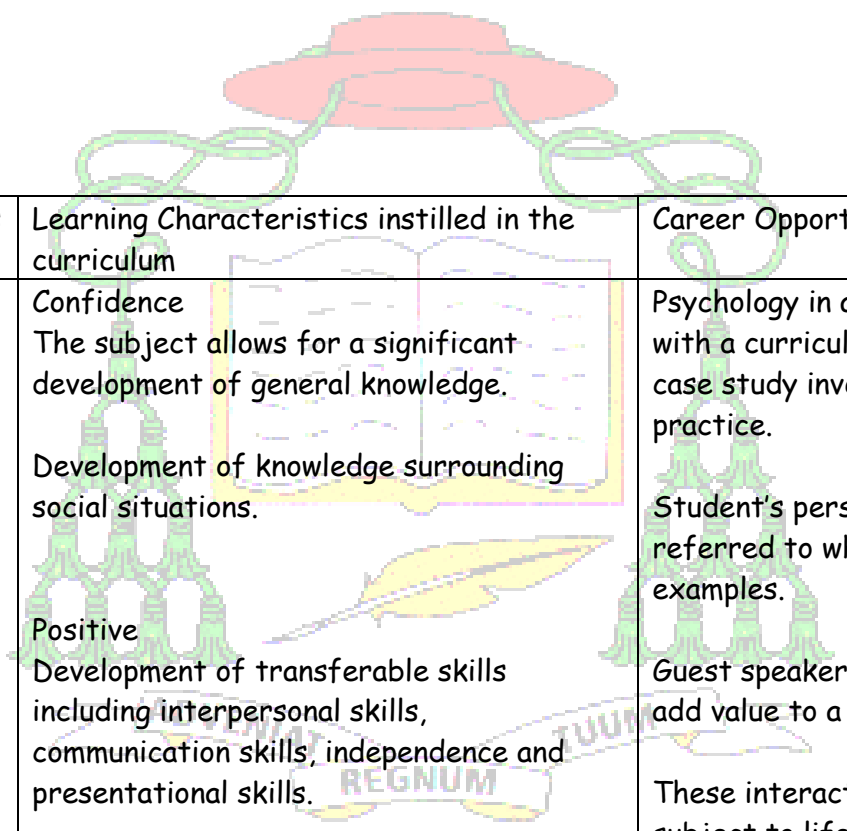


	<p>Revision Unit 1 AP2 Assessment - External exam</p>	
<p>Spring Half Term 3</p>	<p>Half Term 4</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Introduction to unit 2 coursework</p> <p>Starting research. Variables. Dependent & independent. Confounding variables. Operationalisation. Hypothesis writing. Directional and non-directional. Sampling techniques. Opportunity. Random. Volunteer. Stratified. Snowballing. Reliability and validity. Ethical issues. Confidentiality Consent Deception Codes of practice B.P.S. Planning individual Assignment briefs. Individual and group tutorials</p>	<p>Discussions relating to the impact of research Socially sensitive research Planning research study Pilot study Differences between qualitative and quantitative research Methods Experiments Correlations Surveys Observations Content and thematic analysis</p> <p>Set task 1. Learning aim A Assignment brief</p> 	<p>Unit 2 Empirical evidence Hypothesis Reliability /validity Ethics Counterbalancing Content analysis.</p>
<p>Summer Half Term 5</p>	<p>Half Term 6</p>	<p>Key Vocabulary/Reading Opportunities</p>

<p>Review of research methods Planning and managing pilot study Research topic, question. Individual coursework. Continue with project brief. Complete Assignment brief</p> <p>Presentations</p>	<p>Students may be involved in re- sitting external examinations re- submitting coursework tasks and individual tutorials to guide students through the process.</p> <p>Final submission for coursework Date.</p>	<p>Unit 1 Cognitive approach Learning theory Bias Conformity Social categorisation Classical/operant conditioning</p> <p>Unit 2 Empirical evidence Hypothesis Reliability /validity Ethics Counterbalancing Content analysis.</p>
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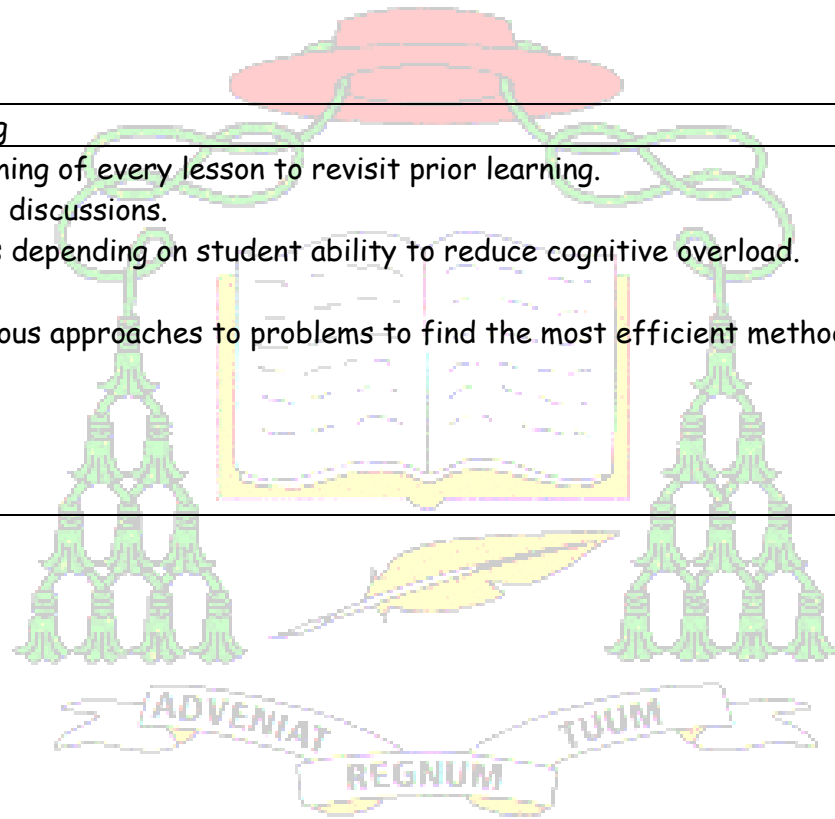
Year 12



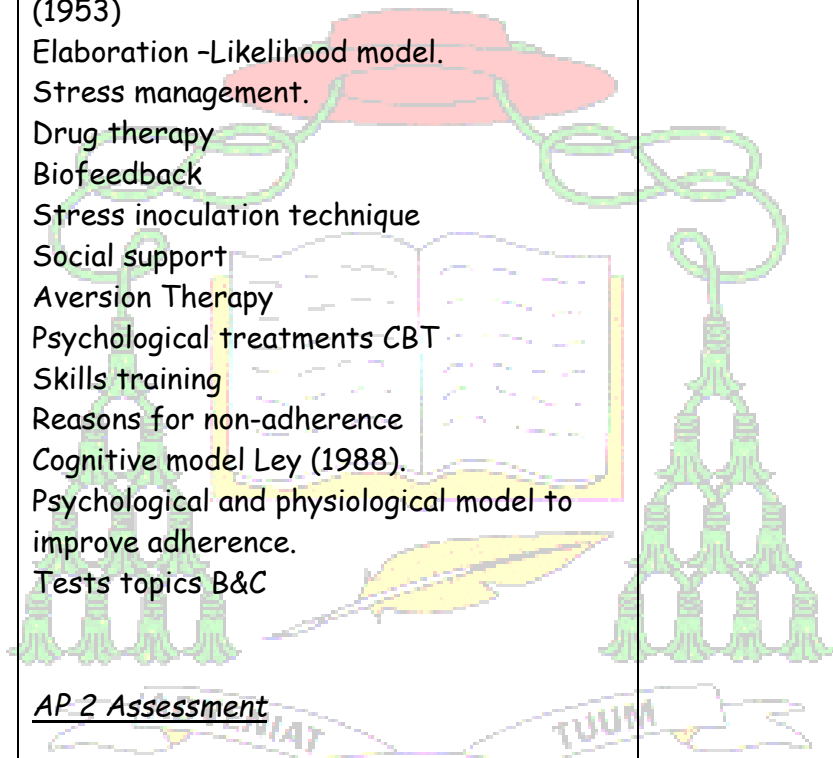
Wider learning experiences to support this subject.	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>On-site guest speakers</p> <p>Case study resource bank</p> <p>Links to employability programme</p>	<p>Confidence The subject allows for a significant development of general knowledge.</p> <p>Development of knowledge surrounding social situations.</p> <p>Positive Development of transferable skills including interpersonal skills, communication skills, independence and presentational skills.</p> <p>Respectful The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p>	<p>Psychology in a very interactive subject with a curriculum that encourages internal case study investigations into real world practice.</p> <p>Student's personal experience is often referred to when discussing case examples.</p> <p>Guest speakers are encouraged and often add value to a topic area.</p> <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p>

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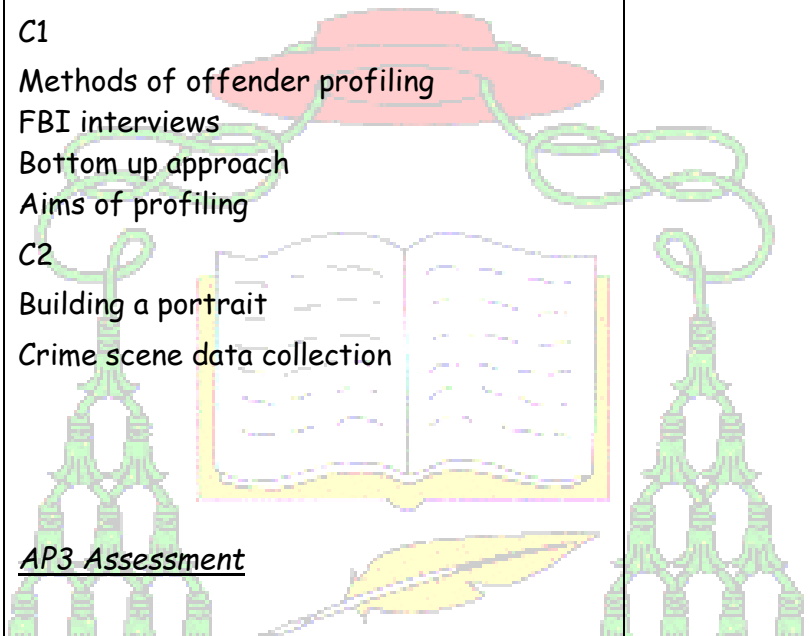

Metacognition Methods applied in Teaching
<ul style="list-style-type: none">• Consolidation exercise at the beginning of every lesson to revisit prior learning.• Give sufficient thinking time during discussions.• Split topics into appropriate chunks depending on student ability to reduce cognitive overload.• Variation of teaching styles• Discussion of solutions and the various approaches to problems to find the most efficient method.• Modelling of extended questions• Modelling of coursework activities• Independent learning tasks.

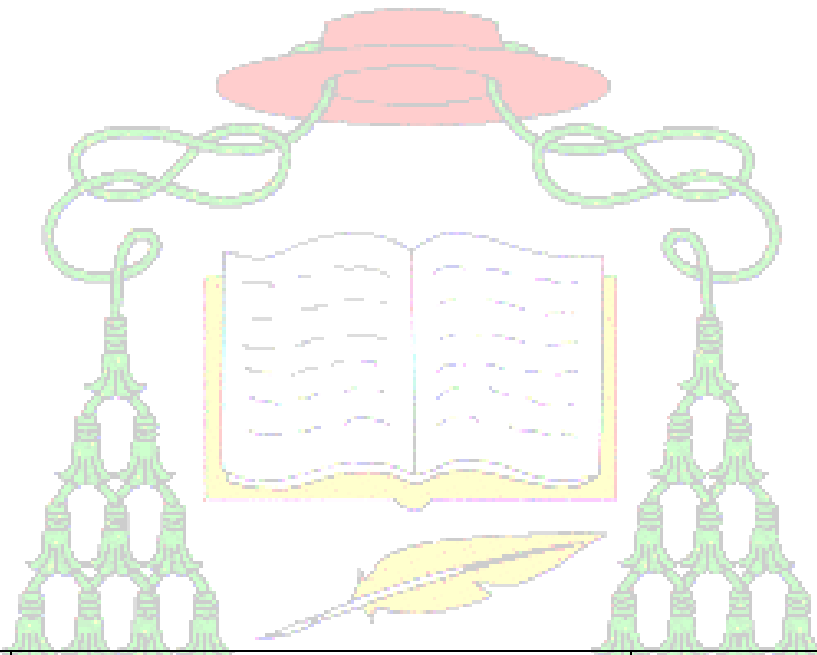


Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Unit 3 Defining health and stress Learning aim A&B A1. Biomedical definition Biopsychosocial Health as a continuum Classifying addiction Physiological & Behavioural addiction A2 Health belief model Perceived seriousness Perceived susceptibility Cost benefit analysis Locus of control, Rotter (1966) A2 Health belief model Theory of planned Behaviour, Ajzen (1985-91) Self-efficacy Bandura. (1977)</p> <p>B1 Stress Causes of stress Life events Research Hlomes and Rahe (1970) Hassles and uplifts kanner (1981) Stress in the workplace Johansson (1978) Personality and stress, Kobassa (1979) AP1 Assessment</p>	<p>B2 Physical Reponses to stress General adaptation syndrome (GAS) Stress and ill health Research Kiecolt-Glaser (1984) Smoking Biological explanations Vink (2004) Learning explanations Introduce Unit 4- Criminal and forensic psychology A1 (coursework) Understanding different psychological approaches to explaining criminal behaviour. Inherited criminality. Low gene activity. Discussion to prepare for beginning coursework.</p> <p>B3 Cognitive explanations for addiction Operant conditioning for alcohol addiction.</p> <p>Cognitive approach to gambling Griffiths (1984)</p> <p>Application of Psychology C1 Learning approach to gambling addiction. shopping Cognitive approach to shopping addiction.</p>	<p>Unit 3 Biomedical Biopsychosocial Susceptibility Efficacy Tolerance Withdrawal Relapse Initiation</p> <p>Unit 4 Genetic inheritance Moral development Maternal deprivation Custodial sentencing</p> <ul style="list-style-type: none"> • Restorative justice



	<p>Theories of persuasion Hovland and Weiss (1951) Fear arousal theory Janis and Feshbach (1953) Elaboration -Likelihood model. Stress management. Drug therapy Biofeedback Stress inoculation technique Social support Aversion Therapy Psychological treatments CBT Skills training Reasons for non-adherence Cognitive model Ley (1988). Psychological and physiological model to improve adherence. Tests topics B&C</p> <p><u>AP 2 Assessment</u></p>	
<p>Spring Half Term 3</p>	<p>Half Term 4</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Continue with coursework Unit 3 A2 Role of amygdala and aggression Theory of criminality Eysenck 1960s Cognitive factors Kohlberg (1987) A3 Social learning theory Bandura (1965)</p>	<p>B1 Punishing criminal behaviour Imprisonment Zero tolerance Offender disclosure Community sentences/fines</p> <p>B2</p>	<p>Unit 3 Biomedical Biopsychosocial Susceptibility Efficacy Tolerance Withdrawal Relapse Initiation</p>

<p>Differential association Sutherland (1939) Effects of upbringing on criminal behaviour</p>	<p>Anger management Restorative justice Token economy C1 Methods of offender profiling FBI interviews Bottom up approach Aims of profiling C2 Building a portrait Crime scene data collection</p> <p><u>AP3 Assessment</u></p> 	
<p>Summer Half Term 5</p>	<p>Half Term 6</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>C3 Problems and issues with offender profiles. Individual tutorials/coursework guidance. Exam period/re-sits</p> <p>Coursework submissions</p> <p>Final submission for coursework.</p>	<p>Exam period/re-sits Coursework submissions Final submission for coursework.</p> 	<p>Unit 3 Biomedical Biopsychosocial Susceptibility Efficacy Tolerance Withdrawal Relapse Initiation</p>



Year 13

Wider learning experiences to support this subject.	Learning Characteristics instilled in the curriculum	Career Opportunities
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communication skills, independence and presentational skills.

Respectful

The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.

These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.

The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.

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