



Curriculum and Assessment Overview Autumn 1

Department Name: Psychology

Year: 10

Unit Topic: Criminal Psychology

Why this and why now? The unit is based on understanding the causes of crime. In this unit, you will develop your AO1 description skills, learn to apply your knowledge to application questions (AO2) and criticise both psychological theories and studies using your AO3 evaluation skills.

What am I learning?	What do I need to know?	How will I be assessed?
Crime Key Concepts	<ul style="list-style-type: none">• Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences• Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour• How crime is measured: official statistics and self-report.	Developing understanding questions and practise exam questions
Social Learning Theory	<ul style="list-style-type: none">• Identification with role models• The role of observation and imitation• The process and role of reinforcement• Criticisms of the theory including the nature/nurture debate	Story board and practise extended WCF exam question
Cooper and Mackie's (1986) study	<ul style="list-style-type: none">• Aim, sample, method, procedure, results, conclusion and evaluation of the study.	Developing understanding questions and practise exam question
Eysenck's Theory	<ul style="list-style-type: none">• Extraversion; neuroticism; and psychoticism; in relation to criminal behaviour• How the central nervous system relates to thoughts and behaviour• How functions of the brain relate to thoughts and behaviour along with synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism• The role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion• The role of the autonomic nervous and the limbic system in neuroticism• The role of early socialisation and difficulties in conditioning children• Criticisms of the theory including the issue of individual differences.	Developing understanding and practise exam question
Heaven's (1996) study	<ul style="list-style-type: none">• Aim, sample, method, procedure, results, conclusion and evaluation of the study.	Developing understanding questions and practise extended WCF exam question



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Crime Applications	<ul style="list-style-type: none">• The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour; including restorative justice; and the use of positive role models• The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons; community sentences; and fines.	Developing understanding and practise exam question
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Key term	Definition
Delinquency	A legal or moral misdeed or act.
Deterrent	Preventing or controlling actions or behaviour through fear of punishment or justice.
Extraversion	One of the three personality traits identified by Eysenck. Extraversion is characterised by sociability, talkativeness, assertiveness and excitability.
Internalisation	Involves the addition of attitudes, values, standards and the opinions of others into one's own identity or sense of self.
Neuroticism	One of the three personality traits identified by Eysenck. Neuroticism is usually categorised as someone who has below average emotional control, will power and capacity to exert self.
Psychoticism	One of the three personality traits identified by Eysenck. Psychoticism usually categorises a personality pattern typified by aggressiveness and interpersonal hostility.
Punishment	Any change in a human or animal's surroundings that occurs after a given behaviour or response which reduces the likelihood of that behaviour reoccurring.
Reinforcement	A stimulus which strengthens or increases the likelihood of a specific response.
Rewards	An objective way to describe the positive value that an individual attributes to an object, behavioural act or an internal physical state.
Role model	A person whose behaviour, example, or success is or can be imitated by others.
Self-Esteem	Reflects a person's overall subjective emotional evaluation of his or her own worth.
Socialisation	Process by which children and adults learn from others.



Curriculum and Assessment Overview Autumn 2

Department Name: Psychology

Year: 10

Unit Topic: Development

Why this and why now? The unit is based on understanding how we develop both cognitively and biologically along with considering the different ways in which we learn. In this unit, you will develop your AO1 description skills, learn to apply your knowledge to application questions (AO2) and criticise both psychological theories and studies using your AO3 evaluation skills.

What am I learning?	What do I need to know?	How will I be assessed?
Development Key Concepts	<ul style="list-style-type: none"> Stages of development; pre-natal; childhood; adolescence; and adulthood The development of brain structures and functions; the nervous system; neurons; synapses; and their interaction in development of the brain IQ tests as a measure of intelligence. 	Developing understanding questions and practise exam questions
Piaget's Theory of Cognitive Development	<ul style="list-style-type: none"> The four invariant stages of development: sensori-motor; pre-operational; concrete-operational; formal operational Assimilation and accommodation The concepts of object permanence; animism; and egocentrism The processes of decentration; reversibility; and conservation Criticisms of the theory including the reductionism/holism debate. 	Developing understanding questions and practise exam questions
Piaget's Study	<ul style="list-style-type: none"> Aim, sample, method, procedure, results, conclusion and evaluation of the study. 	Developing understanding questions and practise extended WCF exam question
Dweck's Mindset Theory and Willingham's Learning Theory	<ul style="list-style-type: none"> Dweck's ideas on praise for effort Willingham's ideas on the importance of meaning for learning Criticisms of learning theories including the nature/nurture debate. 	Developing understanding questions and practise exam questions
Blackwell study 1 and 2	<ul style="list-style-type: none"> Aim, sample, method, procedure, results, conclusion and evaluation of the study. 	Developing understanding questions and practise exam question
Development Applications	<ul style="list-style-type: none"> How Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence How learning theories apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles. 	Developing understanding and practise extended WCF exam question



Curriculum and Assessment Overview Autumn 2

Key term	Definition
Animism	The belief that objects that are inanimate (not living) have feelings, thoughts, and have the mental characteristics and qualities of living things.
Conservation	A logical thinking ability.
Fixed Mindsets	People believe their basic qualities, like their intelligence or talent, are simply fixed traits.
Growth Mindsets	People believe that their most basic abilities can be developed through dedication and hard work.
Intelligence	The capacity to acquire and apply knowledge.
Object permanence	The understanding that objects continue to exist even when they cannot be observed.



Curriculum and Assessment Overview Autumn 1

Department Name: Psychology

Year: 10/11

Unit Topic: Sleep and Dreaming

Why this and why now? The unit is based on understanding the reasons why we dream. In this unit, you will develop your AO1 description skills, learn to apply your knowledge to application questions (AO2) and criticise both psychological theories and studies using your AO3 evaluation skills.

What am I learning?	What do I need to know?	How will I be assessed?
Sleep and Dreaming Key Concepts	<ul style="list-style-type: none">• The functions, features and benefits of sleep: healthy brain; physical repair; emotional stability; stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin• The causes of sleep disorders: sleep onset and sleep maintenance insomnia• Endogenous pacemakers; and exogenous zeitgebers; and their role in sleep	Developing understanding questions and practise exam questions
Freud's Theory of Dreaming	<ul style="list-style-type: none">• The unconscious mind• The role of repression• The concept of wish fulfilment• Manifest and latent content of dreams• Criticisms of the theory including the issue of subjectivity	Developing understanding questions and practise exam questions
Freud's (1918) study	<ul style="list-style-type: none">• Aim, sample, method, procedure, results, conclusion and evaluation of the study.	Developing understanding questions and practise exam question
Activation Synthesis Theory of Dreaming	<ul style="list-style-type: none">• The role of REM sleep• The function and actions of the brain during sleep, including the limbic system• Activity of neurons in the pons during sleep• The process of synthesis as a function of the cerebral cortex• Criticisms of the theory including the reductionism/holism debate.	Developing understanding and practise exam question
Williams et al. (1992)	<ul style="list-style-type: none">• Aim, sample, method, procedure, results, conclusion and evaluation of the study.	Developing understanding questions and practise exam question
Sleep and Dreaming Applications	<ul style="list-style-type: none">• Features of insomnia, the role of the nervous system and its management through relaxation techniques and the role of the physical environment in insomnia and its treatment through improved sleep hygiene• The impact of neurological damage to the hypothalamus on sleep.	Developing understanding and practise extended WCF knowledge check



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Key term	Definition
Dreaming	A dream is a succession of images, ideas, emotions, and sensations that usually occurs involuntarily in the mind during certain stages of sleep. Dreaming usually occurs during REM sleep.
Endogenous Pacemakers	Internal 'biological clocks' that measure human rhythms.
Exogenous zeitgebers	External cues that help to keep an individual's rhythms adjusted with the changing external environment.
Fantasies	An imaginary thought or image, or a set of images, that provides a pleasurable experience for an individual.
Infantile Neurosis	A psychogenic mental disorder which manifests expresses psychic conflict that has been symbolically noted in the subjects early childhood.
Insomnia	Habitual sleeplessness; inability to sleep.
Primal scene	Phrase used within psychoanalysis which to define when a child witnesses a sexual act, usually between the parents, that traumatises the psychosexual development of the child.
Psychoanalysis	Psychiatric therapy originated by Sigmund Freud in which free association, dream interpretation, and analysis of resistance and transference are used to explore repressed or unconscious impulses, anxieties, and internal conflicts.
Psychosexual development	Freud proposed that a child's psychological development had a series of fixed phases. Stages of development include Oral stage, Anal stage, Phallic stage, Latent stage and Genital stage.
Rapid Eye Movement (REM)	An erratic motion of a person's eyes occurring in REM sleep.
REM Sleep	A form of sleep that occurs at intervals during the night and is characterised by rapid eye movements.
Sleep disorders	Changes in the way an individual sleeps.



Curriculum and Assessment Overview Autumn 1

Department Name: Psychology

Year: 11

Unit Topic: Social Influence

Why this and why now? We must understand the reasons as to why people obey or disobey along with the potential causes of this (nature vs nurture). This is one of the topics on Paper 2.

What am I Learning?	What do I need to know?	How will I be assessed?
Social Influence Key Concepts	<ul style="list-style-type: none"> Conformity including majority influence. Collective and crowd behaviour including pro-social and anti-social behaviour. Obedience including obeying the orders of authority figures. 	Short knowledge check questions along with mini exam questions
Situational Factors Theory of Obedience	<p>The effect of situational factors (other people and social) on behaviours:</p> <ul style="list-style-type: none"> majority influence on conformity collective and crowd behaviour, including deindividuation culture on pro-social and anti-social behaviour authority figures on obedience criticisms of the effect of situational factors, including the free will/determinism debate. 	Short knowledge check questions along with an extended exam question (6)
Bickman's Study	Aim, sample, method, procedure, results, conclusions, criticisms and improvements of this study.	Short knowledge check questions along with mini exam questions
Dispositional Factors Theory of Obedience	<p>The effect of dispositional factors (personality) on behaviours:</p> <ul style="list-style-type: none"> self-esteem on conformity locus of control in crowds morality on pro-social and anti-social behaviour the authoritarian personality on obedience the influence of the brain in dispositional factors, including; hippocampal volume in self-esteem; and regions of the pre-frontal cortex in morality criticisms of the effect of dispositional factors including issues of generalisability. 	Short knowledge check questions along with mini exam questions
NatCen Study	Aim, sample, method, procedure, results, conclusions, criticisms and improvements of this study.	Short knowledge check questions along with an extended exam question (8)
Social Influence Applications	<ul style="list-style-type: none"> How minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination. How majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination. 	Short knowledge check questions along with mini exam questions



Social Influence

Key term	Definition
Anti-social behaviour	Are disruptive acts characterised by hostility and intentional aggression toward others.
Authority	The ability or right to give orders, make decisions, and enforce obedience (and other behaviours).
Dispositional Factors	Individual characteristics that influence behaviour and actions in a person like personality traits, temperament, and genetics.
Locus of control	The extent to which people believe they have power over events in their lives.
Majority influence	The behaviour of a large number of people affects the behaviour of a smaller group of people.
Minority influence	When a small number of people affect a larger number.
Obedience	Compliance with commands given by an authority figure.
Pro-social behaviour	Any action intended to help others.
Situational factors	Influences that do not occur from within the individual but from elsewhere like the environment and others.
Social influence	The term used to describe how the behaviour of one person affects the behaviour of another.