

## Scheme of Work 2020-21

### Subject: Psychology

**Year Group: Year 13 (Year 2)**

**Specification: AQA**

**Each module within the course has its' own work booklet, revision guide and companion.**

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources	Lit Num SMSC Codes
					<b>DODDLE resources</b>	
Week 1	<p>Assumptions and methods Key concepts, the role of unconscious, defence mechanisms, repression denial displacement Structure and dynamics of personality, psychosexual stages of development Research evidence to support and challenge psychoanalytic explanation Case study method Strengths and limitations and contribution of the psychoanalytic approach</p>	<p>the psychodynamic approach and its contribution to psychology. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the assumptions and methods of the psychodynamic approach</li> <li><input type="checkbox"/> distinguish between conscious, preconscious and unconscious</li> <li><input type="checkbox"/> outline and evaluate research methods of the psychodynamic approach</li> </ul> <p><input type="checkbox"/> use key concepts/terms appropriately to describe/explain personality structure and dynamics including the role of defence mechanisms and the psychosexual stages of development</p> <p><input type="checkbox"/> outline and evaluate research evidence to support and challenge psychoanalytic explanation</p> <p><input type="checkbox"/> evaluation of the contribution of psychodynamic approach its strengths, limitations applications, and ethical issues.</p>	<p><b>A1</b> Group work - review of approaches covered in Year 1 cognitive, behavioural, and biological. Card sort of assumptions, methods, key theories and concepts, strengths, limitations. <b>A2 &amp; A3</b> Carousel classroom with internet and text resources to complete a worksheet covering historic roots/context of theory; assumptions including role of conscious, pre conscious and unconscious; structure and dynamics of personality; ego defence mechanisms; stages of psychosexual development; the role of Freud's case studies to demonstrate theory and application eg Hans, Dora, Rat man: research evidence to evaluate Freudian concepts/processes; the contribution of psychodynamic approach. For motivated groups this might be a 2/3 lesson activity, alternatively you could mix and match teacher presentation and a series of shorter more focused time limited carousels eg concept of stages of development, oral, anal, phallic, latent and genital stages and support and challenge</p> <p><b>A4</b> Group work activities to develop understanding and application skills -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analysis of scenarios depicting pleasure principle, reality principle, conscience and ideal self or creative/transformation activity from thinking ladder eg create 3 x 1 min role plays in which there is conflict between id ego and superego and id is satisfied, one where ego prevails and one where superego prevails</li> <li><input type="checkbox"/> analysis of scenarios depicting examples of defence mechanisms. Or creative/transformation activity from thinking ladder</li> <li><input type="checkbox"/> analysis of scenarios depicting examples of primary concerns and conflicts for the stages of psychosexual development. Or creative /transformation activity from thinking ladder.</li> </ul>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p>Students will be provided with a work booklet. Independent learning log and revision guide</p> <p>Additional reading</p> <p>Revision for knowledge checkers</p> <p>Workbook questions</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

<p>Week 2</p>	<p>Humanistic approach Assumptions and methods. Key concepts free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard. Roger's Person centred theory Maslow's theory of motivation and hierarchy of needs. The Influence of humanistic psychology on counselling psychology including person centred therapy. Research evidence to support and challenge humanistic approach. Strengths and limitations and contribution of the Humanistic approach.</p>	<p>Develop critical appreciation of the Humanistic approach and its contribution to psychology. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the assumptions and methods of the Humanistic approach including reference to individual/subjective experience, free will and the rejection of scientific approach.</li> <li><input type="checkbox"/> outline and evaluate humanistic qualitative methods that focus on the subjective experience of the individual eg unstructured interviews, participant observation, analysis of eg diaries, letters.</li> <li><input type="checkbox"/> explain and use key concepts/terms appropriately eg free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard, personal growth. Explain Roger's person-centred theory and Mazlow's theory of motivation and hierarchy of needs.</li> <li><input type="checkbox"/> evaluate of the contribution of humanistic approach, its strengths, limitations applications, and ethical issues.</li> </ul>	<p><b>A1</b> Flipped classroom - students to complete worksheet on Humanistic Approach based on Simply psychology and Psychotron materials and submit completed worksheet online. In lesson - teacher led Q&amp;A/discussion to check student understanding. Students then review the characteristics of science from Year 1 to contrast with the humanistic approach. Discussion to encourage students to have a view about the humanistic approach's rejection of scientific principles Or "Get in line" activity. In groups of 8-10, students compare their views with others in the group and form a line across the room with the person who most strongly supports humanistic view at one end through to the person who most strongly supports scientific view. <b>A2</b> Role play counselling - Psychotron activity. <b>A3</b> Students work in groups to create flash cards of definitions of key concepts/terms and input them into quizlet/scatter game. Groups then try out each other's games. <b>A4</b> Students create a whole class mind map depicting their knowledge and understanding of the humanistic approach on IWB this is up loaded to VLE so all have a copy. Second half of the lesson students presented with a range of exam style questions on humanistic approach. Each group is assigned one or more questions (so the questions for each group together total 20 marks) . The groups have to discuss content and prepare responses. Responses are then shared with the class, all provide feedback and group enhances the responses where necessary.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 3</p>	<p>Introduction to issues and debates. Ideographic and nomothetic approaches to investigation. Causal explanations in psychology. Free will versus determinism. Types of determinism - hard, soft, biological, environmental, psychic.</p>	<p>Develop understanding of Ideographic and nomothetic approaches to investigation and of free will/determinism debate in psychology. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> distinguish between ideographic and nomothetic approach</li> <li><input type="checkbox"/> present arguments for and against ideographic and nomothetic approach</li> <li><input type="checkbox"/> explain the centrality of causal explanations and the role of determinism in science</li> <li><input type="checkbox"/> explain what is meant by free will and determinism</li> <li><input type="checkbox"/> distinguish between hard and soft determinism, biological,</li> </ul>	<p>determinism. Definition of free will and soft and hard determinism. Put definitions on flip chart. Free will definition one side of the class, soft determinism mid-way and hard determinism other side of class. Get in line activity. Students to exchange views in order to put themselves in order from "free will" at one end of the line, to "hard determinist" the other end, rest of the class in order in between. Students then break into 3 groups to prepare arguments/evidence for their view. Each group presents their arguments and evidence to class. <b>A2</b> Students work in groups. Provide them with situations that challenge the notion of free will. Eg A sleeping man is locked in a darkened room. On awakening he decides he will remain in the room, unaware that the room is locked. He believes he has the freedom to choose to remain in the room. Does he have free will? If we cannot be held morally responsible for our actions as they are causally determined and not a result of our own moral choice, then by implication, voluntary aid workers who</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p>Students provided with 2 booklets. A revision guide of issues and debates along with an assessment booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

		<p>environmental and psychic determinism</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present arguments and evidence for and against free will and arguments and evidence for and against determinism.</li> </ul> <p>locate approaches in psychology in relation to ideographic and nomothetic approach and in relation to free will v determinism debate.</p>	<p>risk their lives in war zones are not praiseworthy, Adolf Hitler is not culpable for his actions and we have no right to punish “guilty” criminals since they cannot be held accountable for their actions.</p> <p>Students discuss whether there is such a thing as free will and generate arguments for and against free will and arguments for and against determinism, moral responsibility, self-determination, value of subjective experience, cultural relativity, research evidence of bio psychology cognitive neuro science, even in other sciences determinism is challenged by chaos theory, the butterfly effect eg Dennett 2003.</p> <p><b>A3</b> Whole class activity IWB. Analysis of different approaches in psychology in terms of their views/position on free will determinism debate.</p> <p>Conclude with application exam style question in which students have to explain how 2 different approaches would explain the behaviour of the character(s) in the scenario.</p>	<p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions.</p>	<p>that work alongside the webinars.</p>	
Week 4	<p>Nature nurture debate Heredit, environment and interactionism including reference to: Heritability coefficients estimates and attempts to assess the relative contribution of nature and nurture, How nature affects nurture reactive gene-environment interaction eg Plomin1977, niche picking eg McCartney 1983. How nurture affects nature eg Ridley 2003, neural plasticity eg Turkheimer 2003 genetic contribution to IQ of poor children heritability 0.01 v genetic contribution to IQ of wealthy</p>	<p>Develop understanding of nature/nurture Debate and reductionism v holism debate in psychology Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain what is meant by nature /nativist view and nurture / empiricist view and interactionist view.</li> <li><input type="checkbox"/> demonstrate understanding of heritability coefficients /estimates, how nature affects nurture, how nurture affects nature, and relative contributions of each</li> <li><input type="checkbox"/> present justified arguments and for and against nature, nurture and interactionism.</li> <li><input type="checkbox"/> explain what is meant by different levels of explanation, reductionism and holism.</li> <li><input type="checkbox"/> distinguish between biological/physiological and environmental reductionism.</li> <li><input type="checkbox"/> present justified arguments and for and against reductionism, holism and interactionism.</li> <li><input type="checkbox"/> locate approaches in psychology in relation to nature nurture and reductionism v holism</li> </ul>	<p>Students to review 1<sup>st</sup> year work on genetic basis of behaviour and the role of twin / family studies and view video material. Then to complete concept test and submit via VLE/moodle short statement of their position re the nature nurture debate Max 200 words with clear, justified line of argument.</p> <p>In class - students work in groups to develop understanding of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how nature affects nurture (reactive gene-environment interaction, niche picking)</li> <li><input type="checkbox"/> how nurture affects nature eg Ridley 2003, neural plasticity</li> <li><input type="checkbox"/> position of the different approaches in psychology in relation to nature/nurture/interactionist explanations.</li> <li><input type="checkbox"/> consider the implications of extreme nature or nurture positions for eg attitudes, social policy etc.</li> </ul> <p><b>A2</b> Teacher led introduction to levels of explanation and the concept of reductionism. Students then work in groups each group is allocated a scenario depicting a behaviour. They have to research different levels of explanation for the behaviour in their scenario eg a biological level, a psychological processes level and a socio-cultural level explanation and present the explanations to the other groups. Scenarios could focus on psychological disorders studied in Year 1.</p> <p><b>A3</b> Class discussion of the relative strengths and limitations of reductionism and holism and interactionism.</p> <p>Position of approaches in relation to reductionism/holism. Practice exam style questions – multi choice, short answer and extended writing focusing on debates in psychology and application to topics.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p>Students provided with 2 booklets. A revision guide of issues and debates along with an assessment booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

	<p>children heritability 0.72 Levels of explanation in psychology. Reductionism, holism and interactionism. Biological /physiological reductionism Environmental stimulus response reductionism.</p>					
Week 5	<p>Comparison of approaches in psychology. Gender and culture in psychology Universality and bias. Gender bias – androcentricism, alpha and beta bias. Culture bias - ethnocentricity and cultural relativism. Ethical issues and socially sensitive research eg Siebar and Stanley (1988) use of implications of research findings, influence on public policy eg Lee (1993) threat or risk.</p>	<p>Develop understanding of approaches in psychology. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare approaches in relations to a range of criteria including their position in relation to debates in psychology</li> <li><input type="checkbox"/> develop understanding of the gender bias, culture bias, ethical issues and social sensitivity in psychology.</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explain and use key concepts/terms appropriately in relation to theories and/or research studies eg androcentric, alpha bias, beta bias, ethnocentric emic, etc, cultural relativism, social sensitivity</li> <li><input type="checkbox"/> explain the sources and implications of gender bias and cultural bias in theories and studies</li> <li><input type="checkbox"/> explain ethical issues, social sensitivity in psychology and how theory and evidence can lend credibility to prejudice, misrepresent or marginalise groups or influence funding within society</li> <li><input type="checkbox"/> explain implications and ways of dealing with issues and biases.</li> </ul>	<p><b>A1</b> Class activity - students have to assume they are stuck in a lift with a group of psychologists. The task is to ask the psychologists questions to help decide which approach each psychologist adheres to. Preparation for class activity - select 6 students who will act as the psychologists in the lift. These students need to prepare their knowledge of the approaches. Split the rest of the class into teams who have to prepare questions to identify the approach of each psychologist. During the session the teams compete to see who can correctly identify the approaches of each of the 6 psychologists in the lift. <b>A2</b> Whole class activity to identify criteria on which to base comparison of approaches. For example view of human nature, appropriate subject matter for psychology, view of typical and atypical behaviour, research methods, position in relation to debates in psychology. Use criteria to compare approaches and identify approaches that are similar. <b>A3/A4</b> Introduction to gender bias cultural bias and concept of socially sensitive research. Carousel of activities to develop understanding of gender bias, cultural bias, ethical issues and social sensitivity in psychology based on psychotron resources, (pdfs, power points etc plus docstock PowerPoint on social sensitivity). Work sheet requiring students to define terms, outline examples of bias and good practice from different areas of psychology, explain implications and ways of dealing with issues and biases. <b>A5</b> Students work in groups to develop summary table plotting approaches against criteria for comparison /evaluation. Teacher then allocates each group a pair of approaches to compare and decide which is the better approach and why. Students discuss:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what content from the table to include</li> <li><input type="checkbox"/> how to structure the essay</li> <li><input type="checkbox"/> how the material would need to be shaped</li> <li><input type="checkbox"/> lines of argument</li> <li><input type="checkbox"/> how to justify their assertions.</li> </ul> <p>Each student retains a copy and for homework write up and submits their essay electronically.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p>Students provided with 2 booklets. A revision guide of issues and debates along with an assessment booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

			Best essay from each group is used in the next lesson for an assessment activity.			
Week 6	<p>Bio Psychology Methods of studying the brain fMRI, EEG, ERP, Post mortems. Case study evidence from studies of brain damage. Evaluation of methods/strengths and limitations. Localisation of function, lateralisation motor, somatosensory, visual auditory and language centres – the function of Wernick's and Broca's area. Split brain research. Sperry 1968 Methodology and findings. Gazzinger 2000 and 2007.</p>	<p>Develop understanding of localisation and plasticity in brain functioning. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe methods of investigating the brain, their strengths and limitations</li> <li><input type="checkbox"/> distinguish between localisation and lateralisation of brain</li> <li><input type="checkbox"/> identify areas of cerebral cortex associated with specific functions</li> <li><input type="checkbox"/> describe and evaluate split brain research</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> distinguish between types of plasticity and between plasticity and functional recovery</li> <li><input type="checkbox"/> describe case studies of plasticity and functional recovery and their implications</li> <li><input type="checkbox"/> consider implications of plasticity and functional recovery.</li> </ul>	<p><b>A1</b> Flipped classroom. Students to watch video and consult texts to produce clear description of ways of studying the brain fMRI, EEG, ERP, post mortems and case study evidence of brain damage. How they contribute to understanding behaviour. In class discussion of the strengths and limitations of the methods.</p> <p><b>A2</b> Carousel classroom students. Use text books, online resources, videos to prepare:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> description split brain research - method and findings of Sperry's research, case studies of severed corpus callosum</li> <li><input type="checkbox"/> evidence v separate hemispheres separate minds</li> </ul> <p>McCrone 1999 concept of processing style</p> <p>Class discussion re the contribution to psychology of split brain research.</p> <p><b>A3</b> Independent learning – students work in pairs to investigate plasticity, and produce:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a definition and outline of different types of plasticity</li> <li><input type="checkbox"/> 'positive' and 'negative or maladaptive' plasticity</li> <li><input type="checkbox"/> developmental plasticity: synaptic pruning.</li> <li><input type="checkbox"/> plasticity of learning and memory</li> <li><input type="checkbox"/> injury-induced plasticity and brain repair</li> <li><input type="checkbox"/> evidence of brain plasticity and of functional recovery</li> <li><input type="checkbox"/> summary of case studies of plasticity and functional recovery.</li> </ul> <p>Class discussion on the issues surrounding research into plasticity and implications plasticity and functional recovery.</p> <p><b>A4</b> Quizlet assessment of student's knowledge eg structures and functions of the brain. Diagrams to label.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars.</p> <p>Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 7	<p>Biological Rhythms Infradian rhythms eg menstrual cycle The role of pituitary gland, oestrogen and progesterone or SAD and the role of the pineal gland and melatonin.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> define exogenous zeitgeber and endogenous pacemakers</li> <li><input type="checkbox"/> distinguish between circadian, infradian and ultradian rhythms</li> <li><input type="checkbox"/> describe examples and research evidence of circadian, infradian and ultradian rhythms</li> <li><input type="checkbox"/> explain the role of exogenous zeitgebers and endogenous pacemakers in maintaining sleep wake cycle</li> <li><input type="checkbox"/> describe and evaluate research into the role of exogenous</li> </ul>	<p><b>A1</b> Provide students with a detailed description of 2 studies eg Stephan and Zucker 1972 and Siffre 1975. Students to work in groups to analyse the research and to compare the strengths and limitations of each. Then to decide which piece of research provides the most convincing evidence of the role of exogenous zeitgebers in the sleep wake cycle. Each group to present their decision with justification to the class.</p> <p><b>A2</b> Independent learning in pairs to assemble research evidence to answer the questions: "What have research studies told us about the role of endogenous pacemakers and exogenous zeitgeber in the sleep wake cycle?"</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p>

	<p>Ultradian rhythms eg cycle of sleep stages NREM, REM and SWS. Circadian rhythms 24 hour sleep wake cycle. The role of endogenous pacemaker's suprachiasmatic nucleus. The pineal gland and the role of melatonin in sleep wake cycle. The role of exogenous zeitgebers light dark cycle.</p>	<p>zeitgebers and endogenous pacemakers in circadian rhythms.</p>	<p>What would this research suggest about how we would respond to changes in external zeitgebers. Each pair to prepare a summary response to each question and post it on moodle/VLE (max 200 word). Possible sources of evidence - The role of endogenous pacemakers – suprachiasmatic nucleus eg Flokard 1996, eg Stephan &amp; Zucker 1972. The pineal gland and the role of melatonin in sleep wake cycle eg Weaver et al 1983 bright light suppresses melatonin production. The role of exogenous zeitgeber light dark cycle. Research into effects of disrupting environmental cues eg Siffre 1975. <b>A3</b> Students to work in groups to create a cartoon/comic strip to depict the role of suprachiasmatic nucleus and melatonin in sleep wake cycle and research into their role. Cartoons to be presented and evaluated.</p>	<p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p>Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Sp1 SP5</p>
<p>Week 8</p>	<p>Piaget's stage theory of cognitive development . Key concepts/processes: • schemas • assimilation • accommodation • equilibration • operations. Stages of intellectual development and characteristics of the stages including: •</p>	<p>Develop a critical appreciation of Piaget's theory of cognitive development. Students will be able to: • explain key concepts processes, stages and their characteristics • distinguish between stages of development • describe and evaluate Piaget's theory of cognitive development • describe and evaluate Piaget's research studies • use research evidence to evaluate the theory • discuss issues and debates surrounding Piaget's theory of cognitive development.</p>	<p>A1 "Piaget-The Man". Students watch a short video clip of Piaget discussing his theory. The students are directed to make note of five key points that Piaget makes about his theory. At the end of the video the students are to place their sticky notes on the whiteboard for sharing. Tutor to share the information contained in the sticky notes and student to make notes of main points. Consolidation of learning – PowerPoint or Prezi additional video clips. A2 Video clips, VLE and gapped hand-outs presented to students relating to Piaget's theory of cognitive development. Students take notes on the theory, recording the main details. Completion of gapped hand-out. Consolidation of learning using Prezi presentation. A3 Group work – in small groups students prepare a handbook aimed at providing new parents with insight into Piaget's theories about how children think and learn. Recommendations to be made as to games and activities that could be used to support cognitive development. The handbooks</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

<p>object permanence</p> <ul style="list-style-type: none"> <li>• egocentrism</li> <li>• conservation</li> <li>• class inclusion.</li> </ul> <p>Research methods employed by Piaget.</p> <p>Piaget's research studies eg 'The Swiss Mountain Scene' test of egocentrism (Piaget &amp; Inhelder 1956). Case Study: An Illustration of Lack of Object Permanence (Piaget 1963).</p> <p>Research to evaluate Piaget's theory eg Bower et al 1971, Baillargeon &amp; DeVos 1991, Bryant 1984,</p>		<p>will be presented to other groups. A4 Pair work - students provided with the materials to build a simulation of the Swiss Mountain. The students are then to role play a simulation of the research undertaken by Piaget. Students work in pairs to reflect on strengths and limitations of the mountain task as a means of assessing egocentricity. A5 Students presented with examples of different exam question styles application based on scenarios, multi choice, short answer. Students work in groups to generate exam style questions on Piaget's theory with mark schemes. These are then passed to a different group who try to do the questions, check their answers against the mark scheme and provide feedback on whether the questions were effective in distinguishing who in their group understood the theory best.</p>			
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	McGarrigle & Donaldson 1974, Moore & Frye 1986, Eames et al 1990.					
Week 9	<p>Vygotsky's theory of cognitive development . Brief contextualisation of the work of Vygotsky. The role of:</p> <ul style="list-style-type: none"> <li>• zone of Proximal development</li> <li>• the role of others: experts</li> <li>• scaffolding</li> <li>• culture and the social nature of thinking</li> <li>• semiotics and the role of language. Applications of Vygotsky theory to educational settings. Comparison of Piaget and Vygotsky's</li> </ul>	<p>Develop a critical appreciation of Vygotsky's theory of cognitive development. Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain key concepts and processes</li> <li>• Describe and evaluate Vygotsky's research studies</li> <li>• Describe and evaluate Vygotsky's theory of cognitive development</li> <li>• Discuss issues and debates surrounding Vygotsky's theory of cognitive development</li> <li>• Compare and contrast Piaget and Vygotsky's theory of cognitive development</li> <li>• Discuss issues and debates surrounding Vygotsky's theory of cognitive development.</li> </ul>	<p>A1 Teacher presentation/class discussion of Vygotsky's theory. Prezi presentation of the main aspects of Vygotsky's theory to consolidate learning from the flipped classroom activity. Video clips to illustrate. Students add additional notes to copy of presentation. Discussion, Q&amp;A. A2 Flipped classroom – students to carry out independent research into evaluation of Vygotsky's theory. Lesson activities based on research, Q&amp;A about the explanations, online assessment (multiple choice). A3 The "essay jigsaw" activity - students to be presented with a "mix and match essay" pieces. Learners are to work in pairs to put the pieces into a cohesive whole. This will provide the learners with an essay question relating to describe and evaluate Vygotsky question. This will be followed by the "Standardisation Meeting Activity". Students to act as examiners at a standardisation meeting. They will mark the essay that they have constructed. Students will also be presented with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens. Extension activity: students to revisit the above essay and add additional material that would result in the essay being awarded an 'A' grade. A4 Group work – working in small groups, students are to design a training session for teachers. The training session is to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>



	theories of cognitive development		Briefly introduce the teachers to the work of Vygotsky • Make three recommendations for teaching techniques, based on Vygotsky, to be used in the classroom. • Justify why these techniques should be used			
Week 10	Baillargeon's explanation of early infant abilities, including innate core knowledge of the physical world ie causal reasoning. Research Methods- the use of habituation stimuli and looking time in violation of expectation (VoE) tasks to assess object permanence the use of anticipatory looking (AL) in false belief tasks. Expectations of infants at different	Develop critical appreciation of Baillargeon's explanation of early infant abilities. Students will be able to: • Explain the methodology and main features of Baillargeon's explanation of early infant abilities • Describe and evaluate Baillargeon's research • Describe and evaluate Baillargeon's explanation of early infant abilities • Discuss issues and debates surrounding Baillargeon's explanation of early infant abilities • Compare Piaget, Vygotsky's and Baillargeon's theories of cognitive development. Linking to issues and debates.	A1 Flipped classroom – Baillargeon's explanation of early infant abilities including knowledge of the physical world ie causal reasoning– use materials and research to make notes at home about the different main features of theory. Watch video clips on Baillargeon's discussion of her work. Lesson activities based on research. Different groups to present the features of the theory to the class with other groups adding any further information found. Q&A about the explanation, team quizzes each team makes up 10 Qs for another team to answer. A2 Students to investigate Baillargeon's techniques for investigating infants' understanding of physical events and false beliefs. Class discussion of their strengths and limitations and what should be inferred from infants' ability to differentiate two stimuli in the VOE paradigm. A3 Students to act as examiners at a standardisation meeting. They will be presented with an essay: "Discuss Baillargeon's explanation of early infant abilities". Students will be provided with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens.	<b>In Class Assessment</b>  Pre planned assessment questions found in work booklet.	<b>Homework</b>  Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

<p>ages about impossible physical events eg occlusion, containment, support, collision events Baillargeon(1986 , 1991). Infants ability to attribute to others misperceptions and false beliefs and their implications for development of "theory of mind" eg Onishi &amp; Baillargeon (2005). Comparison of Piaget, Vygotsky's and Baillargeon's theories of cognitive development .</p>					
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<p>Week 11</p>	<p>Development of Social Cognition Early development of imitation and intentions and child's sense of self. Development of child's understanding of others Selman (1976). Stage theory of perspective or role-taking: Correlates of perspective taking Durkin (1995) Underwood &amp; Moore (1982) Wenzel (1993). Research Methods - Selman's use of role-taking dilemmas to investigate perspective taking. Applications</p>	<p>Develop an understanding of the development of social cognition. Students will be able to: • Explain what is meant by social cognition • Outline the role of self in the development of social cognition • Explain Selman's role taking dilemma technique • Describe and evaluate Selman's stage theory of perspective or role-taking. • Describe and use research evidence to evaluate Selman's theory • Outline applications of Selman's theory eg to an educational setting • Discuss issues and debates surrounding the explanations of social cognition • Explain what is meant by theory of mind and the use of false belief tasks • Outline research into factors associated with success on false belief tasks</p>	<p>A1 Social Cognition – introduction to sharing of ideas of what is meant by social cognition. Completion of emotional intelligence test. Discussion of results and consideration of how we can further develop social cognition. Empathy games. Student activity – design an activity to be used in nursery schools to further develop social cognition in young children. A2 Understanding others perception and beliefs - “The Fake Smile Activity”. Teacher to carry out activity using the “Fake Smile Test” found on the BBC website. Students to act as participant and undertake the test. Discussion of implications of the scores and explanations for variations in scores. Extension – student to design a research study using the materials from the “Spot the Fake Smile test”. A3 Flipped classroom – Research Selman's Stage Theory of perspective-taking and construct mind map of Selman's theory. In class build a class mind map on whiteboard – all learners to contribute. Uploaded mindmap onto VLE. Consolidate learning – video of brief overview of Selman's theory. A4 Peer Assessment Activity. Students to complete an essay describing and evaluating Selman's theory of social cognition at home. Essay to be brought to next lesson. The essays are to be anonymised and each student to be randomly allocated an essay completed by their peer for marking. Using a mark scheme, the student to: 1. Highlight description/knowledge of Selman's theory 2. Highlight evaluation/discussion of research related to Selman's theory 3. Underline irrelevant information attachment is a different topic. 4. Allocate a mark in accordance with the mark scheme. 5. Provide detailed feedback on how the essay could be improved. A copy of the</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
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	<p>of Selman's theory eg Keefe &amp; Johnston (1989) varying teaching strategies, Osterman (1997) cross cultural research into conflict resolution. Theory of mind. Use of false belief tasks to investigate TOM Wimmer &amp; Perner 1983. Influence of age, Wellman (2001), Onishi &amp; Baillargeon (2005) false belief in prelinguistic infants language ability Milligan et al (2007) quality of attachment</p>		<p>highest achieving essay (checked by teacher) to be given to all students.</p>			
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	Meins (1998) on success in false belief tasks.					
Week 12	Application of Theory of Mind (TOM) as an explanation for autism. Brief overview of characteristics of autism including inability to express TOM. The work of Baron-Cohen Sally Anne Test (Baron-Cohen, Leslie and Frith (1985) Does the autistic child have a theory of mind?). Brief overview of other research eg Baron-Cohen, S., Joliffe, T., Mortimore, C. & Robertson,	Develop understanding of Theory of Mind as explanation autism and biological explanations for social cognition. Students should be able to: • Describe the key characteristics of autism • Outline briefly some of the suggested causes of autism • Describe the theory of mind explanation for autism • Describe and evaluate the work of Baron – Cohen in relation to autism. • Discuss the validity of false belief tasks • Outline biological explanation for social cognition • Explain the role of amygdala, orbitofrontal cortex • Explain the nature of mirror neurons, their role in social cognition and in understanding other’s emotional states • Describe and evaluate research into the role of mirror neurons in social cognition eg Dapretto et al (2006) and implications of mirror neurons for TOM • Discuss issues and debates surrounding TOM and mirror neuron system as	.A1 Students to watch video clips on ‘what is autism?’ Following this, working in small groups, students will design a “What is Autism” poster and a public information leaflet that could be used in a health clinic. A2 Teacher presentation/class discussion - the work of Baron – Cohen as related to autism. Prezi presentation, video clips and workbook. Students to complete an in depth analysis of the Baron Cohen study method and findings including the validity of false belief tasks. Onishi & Baillargeon (2005) and Lewis & Osborne (1990). Review of learning and check on student work. Extension activity – students to research into alternative explanations for autism and present findings to class. A3 Group work. Students to watch short video clips on the research into autism. Students to make notes. Following this the students will design a test situation similar to those observed in the video clip eg Sally Anne Test/Smarties test. Students will be provided with a worksheet that will give them guidance on how to design a replication of a test situation to be used in a clinical setting. Students bring in old Sindy /Barbie/Action Man toys to use in their simulations. In addition, empty sweet boxes etc will be made available. Students create role plays which demonstrate theory of mind which will be presented to the group. A3 Teacher Prezi presentation/class discussion of biological explanations of social cognition. TED video of mirror neurons: Workbook to accompany Prezi presentation. Students to watch RSA animations and take	<b>In Class Assessment</b>  Pre planned assessment questions found in work booklet.	<b>Homework</b>  Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.	Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

	<p>M. (1997). Another advanced test of theory of mind: evidence from very high functioning adults with autism or Asperger syndrome/ Eyes Tests - Baron-Cohen (2001). Biological explanations of Social Cognition. Neurophysiological evidence for the Theory of Mind Module (TOM). Brief reference to early research into biological mechanisms eg amygdala, orbitofrontal cortex eg Stone 2007. Mirror</p>	<p>explanations of social cognition.</p>	<p>notes. Students then research how mirror neurons can explain how the brains of expert dancers or musicians respond when watching other experts perform. Bangert (2006), Glasser (2003). Class discussion and reference to Dinstein et al (2007) criticism of the interpretation of fMRI scan data. Nelson and Carpenter (2008) functions of mirror neurons oversimplified. A4 Independent research students work in small groups/pairs to produce a hand-out which evaluates biological explanations of social cognition. The hand out is to be no more than one side of A4 and is to be word processed. Evaluation sheets produced to be photocopied for each member of the group. Discussion of quality of hand-outs and consideration of what additional material is required – students to add additional points.</p>			
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	Neurons (MNs). The discovery of mirror neurons (early work of Rizzolatti et al 1996). Key behaviours linked to MNs eg understanding Intentional behaviour, Perspective taking,					
Week 13	Practical research cognition and development	Develop understanding of the research methods and data analysis and how scientific reports are written up. Design, carry out and present findings of research into gender differences in performance on the “eye test”. To be able to: • design and carry out a natural experiment • write a set of standardised instructions and a debriefing • select and apply an appropriate statistical test to analyse the data • analyse and present the results of the practical discussing conclusions and implications of the findings. • identify strengths and limitations of research and	A1 Students to work in groups to design a natural experiment into gender differences in performance on the “ eye test” Aim - for students to make design decisions informed by the strengths and limitations of research they have studied. Write operationalised hypotheses for their practical. Submit proposal to teacher for ethical and practical check. Justify their design decisions in a written up method section. Students will then go and gather data from P’s and share their data with their group who will then select and apply an appropriate statistical test and analyse their results. Data will be analysed to see if a significant difference exists at 0.05 level and the students will present their findings and write up a results section of a report. Extension tasks will be for student to write an introduction section of a practical report. Students will be directed to read the original research papers by Baron – Cohen (example provided in resources section).	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

		suggest improvements • write up a method and results section of a scientific report for their practical.				
Christmas Break						
Week 14	Clinical characteristics/ symptoms of schizophrenia a. Positive and Negative symptoms including hallucinations, delusions, speech poverty (alogia), catatonic stupor and avolition. The reliability and validity of classification and diagnosis of schizophrenia.	Develop critical appreciation of the classification and diagnosis of schizophrenia. Students will be able to: • Describe clinical characteristics/symptoms of schizophrenia. • Distinguish between positive symptoms - hallucinations, delusions - and negative symptoms - speech poverty (alogia), catatonic stupor and avolition. • Explain issues surrounding classification and diagnosis - The role of DSM and ICD in diagnosis - Labelling - Reliability of diagnosis - Validity including symptom overlap, comorbidity - Culture and gender bias • Use research evidence to make judgements about the reliability and validity of diagnosis and classification of schizophrenia. • Discuss the implications of diagnosis and classification of schizophrenia using DSM and ICD	A1 What is schizophrenia? Teacher introduction to characteristics and distinction between positive and negative symptoms illustrated with examples. Video clips of cases of patients to illustrate how the main positive and negative symptoms manifest themselves in different types of schizophrenia. Students to watch video clips of cases of schizophrenia and identify the positive and negative symptoms. Class discussion about possible difficulties in diagnosing schizophrenia. A2 Flipped classroom/student independent study – students to investigate what DSM and ICD are and how they are used in the classification and diagnosis of schizophrenia. Classroom activity - discussion of what the students have discovered and teacher introduces issues of reliability and validity. Students work in groups to recap on different types of reliability and validity. Teacher presentation to check student understanding of types of reliability and validity and demonstrate how reliability of diagnosis could be checked by, eg test retest. Students are then given other reliability and validity issues to research in relation to classification and diagnosis of schizophrenia, eg inter-rater reliability, construct validity, content validity, culture bias, gender bias. Students work in groups to prepare a presentation to the class explaining one of the issues and describing relevant research findings. A3 Group work – Debate about the reliability and validity of classification systems. Groups	<b>In Class Assessment</b>  Pre planned assessment questions found in work booklet.	<b>Homework</b>  Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.	Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5



			present their issue and other groups consider the issue critically by analysis and using studies to support or refute the issues. Debate presented to the class. Extension task is to critically consider the implications of wrongly diagnosing people or misdiagnosing people with mental illness like schizophrenia – researching the Anti-Psychiatry movement and the ideas of Szasz.			
Week 15	Biological explanations for schizophrenia a. • The genetic explanation for schizophrenia - candidate genes and the evidence for a genetic link. • The dopamine hypothesis - the action of dopamine and how it is linked to schizophrenia (eg D2 receptors) • Neurological correlates as an explanation for schizophrenia	Develop critical appreciation of psychological research into biological explanations for schizophrenia. Students will be able to: • Outline the main features of - the genetic explanation, - the dopamine hypothesis - neurological correlates as explanations for schizophrenia. • Outline and evaluate research evidence for each explanation • Use research evidence to critically evaluate biological explanations for schizophrenia • Discuss issues and debates surrounding the biological explanations for schizophrenia • Make judgements about the reliability and validity of each explanation • Apply knowledge and understanding of biological explanations to novel situations	A1 Teacher presentation on the key biological explanations which may be implicated in schizophrenia. The main candidate genes, the excessive dopamine hypothesis and neurological correlates (enlarged ventricles). A2 Student Group work – students to research one of the biological explanations producing an evaluation of their explanation, including discussion of research studies to support or refute the explanation and overall issues (reductionism, determinism, practical applications). Students prepare ICT presentation. Extension task is to critically evaluate the research itself in terms of its validity and reliability. A3 Presentations by students showing the role of genes, excessive dopamine, and enlarged ventricles– students take notes on the different roles of each biological explanation. A4 Teacher presentation/Class discussion - overall evaluation of each biological explanation. Several ISSUES and DEBATES are discussed and then students, in groups, apply each of these to each biological explanation. Group discussion structured around definition cards. For each issue/debate provide a card with an outline/definition of the issue on the back. The group selects a card and considers how it applies to the explanation being considered -	<b>In Class Assessment</b>  Pre planned assessment questions found in work booklet.  <b>Fortnightly Assessment</b>  Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions	<b>Homework</b>  Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

	a. Brain areas and abnormalities linked to schizophrenia, eg enlarged ventricles.		Reductionism, Determinism, use of non-human animals, issues of ethics and generalisability, social sensitivity, implications and practical applications of explanations to the real world.			
Week 16	<p>Drug therapies for schizophrenia</p> <p>a. • The action of typical antipsychotics in the brain and their link to treating schizophrenia, eg chlorpromazine, pimozide.</p> <p>• The action of atypical antipsychotics in the brain and their link to treating schizophrenia, eg clozapine, risperidone.</p> <p>• Research into the effectiveness and appropriateness of drug</p>	<p>Develop critical appreciation of drug therapies and CBT in treating schizophrenia.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between the typical and atypical drug treatments.</li> <li>• Explain the action of typical and atypical antipsychotic drug treatments for schizophrenia.</li> <li>• Describe the stages and processes of cognitive behaviour therapy for schizophrenia.</li> <li>• Outline and evaluate research into the effectiveness and appropriateness of typical and atypical drugs in treatment for schizophrenia.</li> <li>• Use a range of criteria including research evidence to evaluate drug treatments for schizophrenia.</li> <li>• Describe the stages and processes of cognitive behaviour therapy for schizophrenia.</li> <li>• Outline and evaluate research into the effectiveness and appropriateness of CBT in treatment for schizophrenia.</li> </ul>	<p>A1 Video clips displaying the action of typical and atypical antipsychotics in the brain. Examples of serious side effects of these drugs illustrated in videos – Tardive dyskinesia clips.</p> <p>A2 Flipped classroom - The drug treatments for schizophrenia. Use materials and research to make notes at home about the different drug treatments, evaluating and comparing the two types of drugs – presenting issues such as side effects, effectiveness (drug trial studies), appropriateness (in terms of side effects and costs, etc), ethical issues with drugs, discussion of dehumanisation. Lesson activities based on research, Q&amp;A about the explanations, possibly team quizzes - each team makes up 10 questions for another team to answer.</p> <p>A3 Teacher presentation/Class discussion of CBT as a therapy for schizophrenia including the stages involved in the therapy. Using examples of therapy transcripts to illustrate different techniques and stages in CBT for schizophrenia.</p> <p>A4 Group work - Detailed analysis of CBT as a therapy for schizophrenia. Several studies, ISSUES And DEBATES are presented and then students in groups apply each of these to build an evaluation of the therapy. Extension activity – consider pros and cons of drugs Vs CBT and the idea of combination therapies as an interactionist approach.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U</p> <p>revision pages and webinars.</p> <p>Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

	<p>therapy, eg research comparing 1st and 2nd generation drugs, Lieberman et al 2005, Schooler et al 2005, Kahn et al 2008. Cognitive behaviour therapy for schizophrenia</p> <p>a. • The stages and processes involved in Cognitive behaviour therapy and the link to treating schizophrenia</p> <p>a. • Research into effectiveness and appropriateness of cognitive therapy</p>	<ul style="list-style-type: none"> <li>• Use a range of criteria including research evidence to evaluate CBT as a treatment for schizophrenia.</li> </ul>				
Week 17	<p>Family therapy for schizophrenia</p> <p>a. • the processes</p>	<p>Develop critical appreciation of psychological therapies as applied to the treatment of schizophrenia. Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the</li> </ul>	<p>A1 Teacher presentation of the main processes involved in family therapy for schizophrenia. IWB/Power point of the main features of family therapy, its process and techniques as applied to schizophrenia. Group activity – role-play in</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork</p>	<p>Literacy</p> <p>S04</p> <p>S07</p>

<p>involved in family therapy and the link to treating schizophrenia</p> <p>a. • research into effectiveness and appropriateness of cognitive therapy</p> <p>Token economies as used in the management of schizophrenia</p> <p>a. • the processes involved in token economy in treating schizophrenia</p> <p>a • research into effectiveness and appropriateness of token economy</p> <p>The importance of an interactionist</p>	<p>processes/how family therapy is used to treat schizophrenia • Outline and evaluate research into the effectiveness and appropriateness of family therapy in treatment for schizophrenia • Describe the processes/how token economies are used in the management of schizophrenia • Outline and evaluate research into the effectiveness and appropriateness of token economy in treatment for schizophrenia • Use a range of criteria including research evidence to evaluate psychological treatments for schizophrenia • Make judgements on the effectiveness and appropriateness of drug and psychological treatment as applied to different cases of schizophrenia • Outline key features of the diathesis-stress model as an interactionist approach • To be able to apply, discuss and explain why an interactionist approach (diathesis-stress model) is important in explaining and treating schizophrenia • Discuss issues and debates surrounding the treatment</p>	<p>pairs on how family therapy works, issues explored in therapy etc. A2 Flipped classroom/student independent study – Students to research and present an analysis of the effectiveness and appropriateness of family therapy for schizophrenia. Evaluating and comparing the therapy to other therapies – presenting outcomes research (effectiveness), appropriateness (in terms of suitability for different cohorts/types of schizophrenia, success and costs, etc) ethical issues with family therapy. Lesson activities based on research, Q&amp;A about the explanations, possibly team quizzes - each team makes up 10 Qs for another team to answer. A3 Teacher presentation/Class discussion - of Token economy as a therapy for schizophrenia including how it works and what is involved in the therapy. Using examples of application and long term uses of token economies. Evaluating the effectiveness and appropriateness of these techniques. A4 Group work – using the diathesis-stress model and an interactionist approach to apply to the explanation of schizophrenia and the treatment of schizophrenia. Students are allocated either explanations or treatments and they prepare for a debate on the pros and cons of taking an interactionist approach in the explanation or treatment of schizophrenia. These are presented to the class in a discussion. Extension – consider evidence that supports the idea that explaining and treating schizophrenia needs an interactionist approach</p> <p>A5 Topic review to produce mind map of explanations and treatments on interactive white board – upload to VLE. Present students with a range of past paper questions. Students work in groups to select the material that would</p>	<p>found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks)</p> <p>Along with shorter based questions and application questions</p>	<p>Completion of Seneca modules and further independent reading through Tutor2U</p> <p>revision pages and webinars.</p> <p>Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
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	<p>approach in explaining and treating schizophrenia</p> <p>a. The diathesis-stress model to explaining and treating schizophrenia</p>	<p>and therapies for schizophrenia</p>	<p>be most relevant to include in the response to the questions noting how the material might have to be shaped/presented to be relevant. This applies particularly to making material on effectiveness of therapies relevant to a question on explanations (selection and shaping skills). Each member of the group then writes up a response to one (or more if they are short answer questions). Responses to be marked by group then teacher, improved and then shared via VLE.</p>			
Week 18	<p>Offender profiling:</p> <ul style="list-style-type: none"> <li>• Top down application of general principles, eg Ressler</li> <li>• Organised v disorganised eg Turvey (2002) false dichotomy, eg Canter (2004), Alison (2002)</li> <li>• Bottom-up approaches data driven statistical profiling</li> <li>Canter</li> <li>Geographical profiling</li> <li>Goodwill &amp; Alison (2006), Davis (1997), eg of</li> </ul>	<ul style="list-style-type: none"> <li>• explain top down approaches to profiling</li> <li>• distinguish between organised and disorganised type of offender</li> <li>• explain bottom up approach to profiling, investigative psychology and geographical profiling</li> <li>• use research evidence to evaluate the usefulness of offender profiling</li> </ul>	<p>A1 Starter activity - what is a crime? Students brainstorm in groups to identify things that used to be but are no longer crimes, things that are crimes elsewhere but not here, things that are not crimes but should be things that are antisocial. Groups share ideas. Whole class discussion focusing on content of lists to develop the idea that crime is a dynamic construct dependent on historical, social, cultural, political context. The concept of age, intent, causes (determinism). Teacher to note main points on IWB, resulting notes to be loaded to VLE. Students to work in pairs to plan an essay on 'What is crime?' Planning should entail researching examples and evidence and developing a line of argument locating research to justified points made. Homework to produce written discussion essay. Possible ref - Historical differences, eg Stalking, Pakes &amp; Winstone 2007. Internet and identity fraud, eg Wall 2007. Cultural issues, eg honour killings, Welchman and Hossain 2006. Age and intent in relation to defining crime. Conscious rule breaking, eg Blackburn 1993. Criminal and antisocial behaviour, eg Hatcher &amp; Hollins 2005. A2 Carousel classroom with internet and text resources to complete a worksheet covering</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars.</p> <p>Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

	<p>bottom-up profiling in Pake &amp; Pake Usefulness of profiling, eg Gudjonsson &amp; Copson 1997. Experimental research into profiling, eg Alison et al (2003). Overview evaluation of offender profiling, eg Pinizzotto &amp; Fenkell (1990).</p>		<p>“Ways of measuring crime their strengths and limitations.” Official statistics – reasons for unreported crime. Crime surveys – excluded groups, under reported crimes. Victim surveys, British Crime Survey. Self-report measures Offending crime and justice survey (young people). Extension activity - investigate and report back to class on the paradox of gender differences in victimisation and fear of crime. A3 Introduce concept of offender profiling, definition and main approaches top-down and bottom-up. Students then read the Guardian article. Students have to research profiling and describe the main approaches, their strengths and limitations. Describe research into the usefulness of profiling. Based on their assessment of the evidence students post on moodle/VLE a 150 word justified challenge or justified support for the view presented in the article. A4 Students to read the article Psychology Review, Volume 16, 4 April 2011 on Criminal Profiling. Working in pairs students: 1. Analyse how Canter’s research illustrates the steps in scientific method, eg Select and existing theory. Generate a testable hypothesis. Carry out research to test the hypothesis. Either accept OR reject your hypothesis support or modify your theory. 2. Imagine you were trying to investigate/solve a murder. Outline how a top-down approach to investigating the crime might differ from a bottom-up approach? Which of these two approaches do you think is most scientific and why?</p>			
Week 19	<p>Biological explanations of offending behaviour: - Lombroso’s</p>	<p>Develop understanding of biological explanation for offending behaviour. Students should be able to: • Outline and evaluate</p>	<p>A1 Starter activity developing an overview picture. Students to work in pairs and to discuss/suggest how biological, cognitive, behavioural, psychodynamic and humanistic approaches might explain offending behaviour.</p>	<p><b>In Class Assessment</b>  Pre planned assessment questions <b>In Class Assessment</b></p>	<p><b>Homework</b>  Completion of any outstanding classwork</p>	<p>Literacy  S04  S07</p>

<p>atavistic form, Sheldon's somatotype, eg Glueck &amp; Glueck 1956, West and Farington 1973. Genetic explanations: - Twin study, eg Grove(1990), Christiansen (1977) - Adoption study, eg Mednick (1984) - - Focus on gene environment interaction, eg Plomin &amp; Asbury 2005 - Brunner et al (1993) Family study genetic abnormality affecting monoamine metabolism Neurological explanations: - Maturation retardation,</p>	<p>physiological theories - Lombroso's atavistic form, Sheldon's somatotype • Explain the role of twin and adoption studies in investigating genetic contribution • Describe and evaluate research into genetic explanation • Describe and evaluate neurological explanations • Use knowledge of methodology, issues and debates (confounding variables, sampling control of variables, limitations of correlational research, inferences, nature v nurture, reductionism, determinism, social sensitivity, policy implications of biological determinism) to evaluate explanations</p>	<p>Whole class IWB activity to gather suggestions, ie what do they already know about explanations. A2 Flipped classroom in preparation for class session - students to investigate biological explanations for offending behaviour. Each student to produce a summary of early physiological, genetic, neurobiological explanations. In class, working in groups students use internet/texts etc, to collect and summarise research evidence for and against the explanations. A summary description of studies/evidence is then exchanged with another group who evaluate the evidence in terms of its methodology and the conclusions that can be drawn from the research. Students write exam style essay - "Outline and evaluate biological explanations for offending behaviour" for home work. A3 Peer Assessment Activity. The essays from A2 are to be anonymised and each student to be randomly allocated an essay completed by one of their peers for assessment using a mark scheme. The student has to: 1. Highlight material showing knowledge of biological explanations 2. Highlight material showing knowledge of relevant research 3. Highlight material showing use of evidence to evaluate explanations 4. Other evaluative material, eg use of issues (methodological, social sensitivity, cultural bias), debates (nature nurture, determinism reductionism) implications for policy practices 5. Allocate a mark in accordance with the mark scheme 6. Provide detailed feedback on how the essay could be improved</p>	<p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p>Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
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	hemispheric dysfunction, eg Raine et al (1997) (2000) PET study, MRI, brain volume and GSR in APD compared with controls.					
<b>February Half Term</b>						
Week 20	Psychological explanations of offending behaviour. Personality factors: - Eysenck's theory – the role of extraversion & neuroticism in offending. Limitations of correlational research, self-reports and meta-analysis. Psychodynamic explanation: - Inadequate (weak	Develop understanding of psychological explanations of offending behaviour. Students should be able to: • Outline key features of Eysenck's personality dimensions and the role of extraversion and neuroticism in offending • Outline research into the relationship between personality and criminality • Explain methodological limitations of research into the relationship between personality and criminality • Evaluate personality factors in explaining criminality • Outline key features of psychodynamic explanation for offending behaviour • Evaluate psychodynamic explanation for offending behaviour • Outline the role	A1 Teacher introduction to psychological explanations. Outline of Eysenck's theory. Students work in groups to research evidence to support and challenge Eysenck's theory. Each group presents description of one study to the class. Whole class activity to evaluate the reliability and validity of the methods, confidence in the conclusion and so strength of support the study provides for the theory. Points recorded and posted on VLE. Possible studies A2, eg Farrington et al (1982), McGurk & McDougall (1981). Correlational research, Eysenck & Gudjonsson (1979), Blackburn (1993), Meta analysis *Miller & Lynham (2001), Gottfredson & Hirschi (1990). A2 Provide students with definitions/descriptions of catharsis and of denial, rationalisation, displacement, sublimation. Students to create a criminal character and some detail of what the character did/thinks/feels/says to illustrate each of the defence mechanisms. These are then shared with rest of the class and discussed to check understanding. A3 Outline the Cambridge study of delinquent development, Farrington 2006 - method and results. Students then read	<b>In Class Assessment</b>  Pre planned assessment questions found in work booklet.	<b>Homework</b>  Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.	Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5



	<p>deviant harsh) super ego. - Defence mechanisms – denial and rationalisation v displacement and sublimation. - Maternal deprivation. Learning explanation: - the role of conditioning, reinforcement and social learning. - Sutherland (1939) differential association theory. Exposure to social acceptance of criminal norms and values, eg Farrington et al (2006) Cambridge study inappropriate role models,</p>	<p>of association, reinforcement and consequences of actions. Observation, imitations and identification in explaining criminal behaviour • Outline and evaluate differential association theory • Use research evidence to evaluate learning explanation for offending behaviour • Use a range of criteria and knowledge of methodology, issues and debates to evaluate explanations</p>	<p>Ch 10 (Springer pdf). Family influences on delinquency by Farrington and undertake some of the end of chapter tasks. Differentiate in terms of selecting which/how many family influences students should focus on and the tasks to be completed.</p>			
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	dysfunctional reward systems.					
Week 21	<p>Biological explanations of offending behaviour:</p> <ul style="list-style-type: none"> <li>- Lombroso's atavistic form, Sheldon's somatotype, eg Glueck &amp; Glueck 1956, West and Farington 1973.</li> </ul> <p>Genetic explanations:</p> <ul style="list-style-type: none"> <li>- Twin study, eg Grove(1990), Christiansen (1977)</li> <li>- Adoption study, eg Mednick (1984) - - Focus on gene environment interaction, eg Plomin &amp; Asbury 2005</li> <li>- Brunner et al (1993) Family study genetic abnormality affecting monoamine metabolism</li> </ul> <p>Neurological explanations:</p> <ul style="list-style-type: none"> <li>- Maturation retardation, hemispheric dysfunction, eg Raine et al (1997) (2000) PET study, MRI , brain volume and GSR in APD compared with controls.</li> </ul>	<p>Develop understanding of biological explanation for offending behaviour. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline and evaluate physiological theories - Lombroso's atavistic form, Sheldon's somatotype</li> <li><input type="checkbox"/> Explain the role of twin and adoption studies in investigating genetic contribution</li> <li><input type="checkbox"/> Describe and evaluate research into genetic explanation</li> <li><input type="checkbox"/> Describe and evaluate neurological explanations</li> <li><input type="checkbox"/> Use knowledge of methodology, issues and debates (confounding variables, sampling control of variables, limitations of correlational research, inferences, nature v nurture, reductionism, determinism, social sensitivity, policy implications of biological determinism) to evaluate explanations.</li> </ul>	<p><b>A1</b> Starter activity developing an overview picture. Students to work in pairs and to discuss/suggest how biological, cognitive, behavioural, psychodynamic and humanistic approaches might explain offending behaviour. Whole class IWB activity to gather suggestions, ie what do they already know about explanations.</p> <p><b>A2</b> Flipped classroom in preparation for class session - students to investigate biological explanations for offending behaviour. Each student to produce a summary of early physiological, genetic, neurobiological explanations. In class, working in groups students use internet/texts etc, to collect and summarise research evidence for and against the explanations.</p> <p>A summary description of studies/evidence is then exchanged with another group who evaluate the evidence in terms of its methodology and the conclusions that can be drawn from the research.</p> <p>Students write exam style essay - "Outline and evaluate biological explanations for offending behaviour" for home work.</p> <p><b>A3</b> Peer Assessment Activity. The essays from A2 are to be anonymised and each student to be randomly allocated an essay completed by one of their peers for assessment using a mark scheme. The student has to:</p> <ol style="list-style-type: none"> <li>1. Highlight material showing knowledge of biological explanations</li> <li>2. Highlight material showing knowledge of relevant research</li> <li>3. Highlight material showing use of evidence to evaluate explanations</li> <li>4. Other evaluative material, eg use of issues (methodological, social sensitivity, cultural bias), debates (nature nurture, determinism reductionism) implications for policy practices</li> <li>5. Allocate a mark in accordance with the mark scheme</li> <li>6. Provide detailed feedback on how the essay could be improved</li> </ol>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

<p>Week 22</p>	<p>Psychological explanations of offending behaviour.          Personality factors:          - Eysenck's theory – the role of extraversion &amp; neuroticism in offending.          Limitations of correlational research, self-reports and meta-analysis.          Psychodynamic explanation:          - Inadequate (weak deviant harsh) super ego.          - Defence mechanisms – denial and rationalisation v displacement and sublimation.          - Maternal deprivation.          Learning explanation:          - the role of conditioning, reinforcement and social learning.          - Sutherland (1939) differential association theory. Exposure to social acceptance of criminal norms and values, eg Farrington et al (2006) Cambridge study inappropriate role models, dysfunctional reward systems.</p>	<p>Develop understanding of psychological explanations of offending behaviour.          Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline key features of Eysenck's personality dimensions and the role of extraversion and neuroticism in offending</li> <li><input type="checkbox"/> Outline research into the relationship between personality and criminality</li> <li><input type="checkbox"/> Explain methodological limitations of research into the relationship between personality and criminality</li> <li><input type="checkbox"/> Evaluate personality factors in explaining criminality</li> <li><input type="checkbox"/> Outline key features of psychodynamic explanation for offending behaviour</li> <li><input type="checkbox"/> Evaluate psychodynamic explanation for offending behaviour</li> <li><input type="checkbox"/> Outline the role of association, reinforcement and consequences of actions.</li> </ul> <p>Observation, imitations and identification in explaining criminal behaviour</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline and evaluate differential association theory</li> <li><input type="checkbox"/> Use research evidence to evaluate learning explanation for offending behaviour</li> <li><input type="checkbox"/> Use a range of criteria and knowledge of methodology, issues and debates to evaluate explanations</li> </ul>	<p><b>A1</b> Teacher introduction to psychological explanations. Outline of Eysenck's theory. Students work in groups to research evidence to support and challenge Eysenck's theory. Each group presents description of one study to the class. Whole class activity to evaluate the reliability and validity of the methods, confidence in the conclusion and so strength of support the study provides for the theory. Points recorded and posted on VLE. Possible studies A2, eg Farrington et al (1982), McGurk &amp; McDougall (1981). Correlational research, Eysenck &amp; Gudjonsson (1979), Blackburn (1993), Meta analysis *Miller &amp; Lynham (2001), Gottfredson &amp; Hirschi (1990).</p> <p><b>A2</b> Provide students with definitions/descriptions of catharsis and of denial, rationalisation, displacement, sublimation. Students to create a criminal character and some detail of what the character did/thinks/feels/says to illustrate each of the defence mechanisms. These are then shared with rest of the class and discussed to check understanding.</p> <p><b>A3</b> Outline the Cambridge study of delinquent development, Farrington 2006 - method and results. Students then read Ch 10 (Springer pdf). Family influences on delinquency by Farrington and undertake some of the end of chapter tasks. Differentiate in terms of selecting which/how many family influences students should focus on and the tasks to be completed.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork          Completion of Seneca modules and further independent reading through Tutor2U          revision pages and webinars.          Pre prepared work booklets with activities that work alongside the webinars.</p>	<p><b>Literacy</b></p> <p>S04          SO7          So5          M1          M5          C1          C3          C5          C9          Sp1          SP5</p>
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<p>Week 23</p>	<p>Cognitive explanations:  - Kohlberg moral reasoning  - Assumptions stages/levels  - Use of moral dilemmas  Research evidence relating to the relationship between moral reasoning and offending behaviour.  Strengths and limitations of questionnaire/survey research into offending behaviour.  Cognitive distortions:  - Primary cognitive distortion (egocentric bias)  - Secondary cognitive distortions - attributional biases (hostile attribution bias, excessive blaming)  minimalisation of consequences, eg Palmer (2005), Palmer and Hollin (2000) Sykes &amp; Matza (1957).  Methodological and conceptual issues, Implications and links to issues and debates</p>	<p>Develop understanding of cognitive explanations for offending behaviour.  Students should be able to:  <input type="checkbox"/> Describe key features and processes of moral reasoning according to Kohlberg's theory.  <input type="checkbox"/> Describe the use of dilemmas to investigate reasoning.  <input type="checkbox"/> Outline, evaluate and use research into moral development to evaluate cognitive explanations for offending behaviour.</p>	<p><b>A1</b> Flipped Classroom - Students to investigate Kohlberg's theory of moral development, making notes on the defining characteristics of each stage.  Students to view the interviews of children responding to Heinz dilemma and for each one state the level of reasoning and why you think it is that level.  In class task- evaluate the theory and review evidence of its effectiveness in explaining offending behaviour, eg Ashkar &amp; Kenny (2007), Palmer and Hollin (2000), Moral reasoning in young offenders V Alexio &amp; Norris (2000) support for personality but not moral reasoning.  <b>A2</b> The findings of Palmer and Hollin (2000) and Alexio &amp; Norris (2000) are based on questionnaire and self-report data. Students work in a group to identify reasons why that is a good way of gaining insight into offending behaviour and limitations of these techniques.  Class shares ideas and discussion to relate their ideas to the reliability and validity.  <b>A3</b> Teacher led introduction to cognitive distortions providing students with definitions/descriptions (but not examples) of :  <input type="checkbox"/> Egocentric bias  <input type="checkbox"/> Hostile attribution bias  <input type="checkbox"/> Excessive blaming.  <input type="checkbox"/> Minimalisation of consequences of their actions</p> <p>Students work in pairs to create a series of dialogues between offender and interviewer that illustrate each type of cognitive distortion.  Each pair enacts one of their dialogues. The rest of the class have to decide on the distortions being illustrated.  <b>A4</b> Present students with a fairly detailed scenario of detailing the life story/background of an offender, eg the scenario on p 9 of Pakes &amp; Pakes Criminal Psychology  Students work in groups to analyse the scenario for possible causes/circumstances and use their knowledge of psychology to explain the offending behaviour. Record details of the analysis.  Class comes back together and each group is asked to feed back to the class on one explanation. Other groups can amend, challenge accuracy or add information.</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks)  Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork  Completion of Seneca modules and further independent reading through Tutor2U  revision pages and webinars.  Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy  S04  SO7  So5  M1  M5  C1  C3  C5  C9  Sp1  SP5</p>
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<p>Week 24</p>	<p>Research methods and practical for option topic 3 Paradox of victimisation and fear of crime. Gender differences in fear of crime, holiday v home. Cognitive distortions and attribution bias, content analysis of TV crime dramas.</p>	<p>Develop understanding of the research methods, scientific processes and data handling. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formulate a hypothesis</li> <li><input type="checkbox"/> Design research to investigate the hypothesis</li> <li><input type="checkbox"/> Develop appropriate materials to collect qualitative and/or quantitative data</li> <li><input type="checkbox"/> Select an appropriate sample</li> <li><input type="checkbox"/> Analyse qualitative and quantitative data</li> <li><input type="checkbox"/> Use descriptive statistics to present data</li> <li><input type="checkbox"/> Use appropriate inferential statistics to test the hypothesis</li> <li><input type="checkbox"/> Use content or thematic analysis of responses to open questions</li> <li><input type="checkbox"/> Draw conclusions and discuss findings</li> <li><input type="checkbox"/> Identify strengths and limitations of research and suggest improvements</li> </ul>	<p><b>A1</b> Students to work in pairs to design and carry out an investigation into an aspect of forensic psychology. Possible topics: 1. Paradox of victimisation and fear of crime, eg Gender differences in fear of crime. The Paradox of gender differences in victimisation and fear of crime, Stanko 1992 eg Comparison of fear of crime in home town compared with fear of crime when on holiday, Mawby et al 2002 2. Cognitive distortions. Defence mechanisms, levels of moral thinking.</p> <p>Content analysis of interrogation scenes from crime dramas to identify attribution biases/cognitive distortions or defence mechanisms. Focus could be on gender differences or comparison of innocent v guilty. The investigation should involve collecting and analysing data. Targets to be set in relation to preliminary search for background, submitting design for check on practicality and ethics, developing tools/materials, collecting data, analysing data and drawing conclusions, preparing presentation covering hypothesis, method, results, discussion and conclusions.</p> <p><b>A2</b> Presentation session(s) - each student to briefly present their investigation to the class. Teacher and peer Q&amp;A. Develop critical thinking by posing questions specifically related to their study – What would you have done differently and why ? What further research should be done in relation to this topic? How do your findings relate to ... theory ?</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 25</p>	<p>Dealing with offending. Role of custodial sentencing, reform, incapacitation, deterrence, retribution, rehabilitation, eg Davies and Raymond (2000). Recidivism reduction. Reintegration in the non-criminal community. Self-efficacy and commitment to change, and have stronger social support networks. Scottish Govt report 2011.</p>	<p>Develop understanding of ways of dealing with offenders. Students should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outline the purposes and psychological effects of custodial sentences.</li> <li><input type="checkbox"/> Explain how the effectiveness of different methods of treating offending behaviour can be assessed.</li> <li><input type="checkbox"/> Outline strategies for reducing recidivism.</li> <li><input type="checkbox"/> Describe the use and evaluate the effectiveness of behaviour modification in a custodial setting.</li> <li><input type="checkbox"/> Describe the use and evaluate the effectiveness of anger management programmes.</li> <li><input type="checkbox"/> Describe the use and evaluate the effectiveness of restorative justice programmes.</li> <li><input type="checkbox"/> Consider social and economic implications of sentencing in relation to ethics, social sensitivity, issues and debates policy and practices.</li> </ul>	<p><b>A1</b> Starter activity - Discussion of: - What is the purpose of custodial sentencing? - Do prisons work? Students then research the effects and effectiveness of custodial sentencing (recidivism and desistance). Follow up activity - bring in practitioner(s) to explain what prison is really like and the psychological effects of custodial sentencing.</p> <p><b>A2</b> Students to work in pairs to review explanations for offending behaviour and suggest the implications of different explanations/approaches for dealing with offenders. How would proponents of each explanation suggest we deal with offending behaviour? Whole class IWB activity to gather their suggestions on dealing with offending behaviour.</p> <p><b>A3</b> Selecting, shaping and organising material to develop a coherent line of argument. Students to be provided with a series of pieces of information describing behaviour modification, anger management and restorative justice research evidence and evaluate these techniques, measuring effectiveness, evaluative commentary relating to social sensitivity, ethics, nature nurture, determinism. AND a series of essay titles, eg "Discuss the effectiveness of anger management for dealing with offending behaviour", "Outline and evaluate one or more ways of dealing with recidivism."</p>	<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p> <p><b>Fortnightly Assessment</b></p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p>	

	<p>Effects of custodial sentences - Zimbardo prison study</p> <p>Skill development</p> <p>Assessing effectiveness of different methods of treating offending behaviour</p> <p>Use and effectiveness of behaviour modification in custodial setting, eg Cohen &amp; Filipczak (1971), Andrews &amp; Bonta (2006)</p> <p>Use and effectiveness of anger management, eg national anger management package Ireland (2000)</p> <p>Use and effectiveness of Restorative</p>		<p>Students work in pairs to choose an essay title, select the information they will include, organise it into a coherent sequence then add in phrases to link the ideas. Give the "essay" to another pair who have to read it and decide on the title of the essay. Repeat for a different title.</p> <p>This is best done on computer and demands of the task can be varied by including distractor material and by providing subtly different titles.</p> <p><b>A4</b> End of unit review and sample exam. Mind-Map Relay - students to build a mind-map of the forensic unit on the whiteboard. All students must participate – all students to stand up, one student begins and passes the pen to another student who must add additional information. If the student cannot add then they must sit down. The activity continues until the students can no longer add additional information. The last student standing should receive a small prize.</p> <p>Photograph of mind-map to be uploaded to the VLE. Timed exam style questions – using the past papers and mark schemes available on the AQA website.</p>			
Week 26	Revision/Catch up on missing material			<p><b>In Class Assessment</b></p> <p>Pre planned assessment questions found in work booklet.</p>	<p><b>Homework</b></p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U</p> <p>revision pages and webinars.</p> <p>Pre prepared work booklets with activities that work alongside the webinars.</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

Easter Holidays

Week 27	Revision/catch up of topics that need to be revisited			<b>In Class Assessment</b>  Pre planned assessment questions found in work booklet.	<b>Homework</b>  Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.	
Revision and exam practice for the rest of the lessons.						