Edexcel GCSE Learning Intentions – Year 11

THE SELF – Paper 2

Retrieval and revision 1 lesson a week of paper 1 development – worst average score topic in PAZ 3.

What? When? Why?	Lesson 1 Learning Intentions	Lesson 2 Learning Intentions	Lesson 3 Learning Intentions
1	**How should we punish crime?** To understand the purpose of punishment and links to recidivism rates (prison, community sentencing and restorative justice).	To evaluate the effectiveness of punishment techniques, including the ethics of each approach.	Revision of paper 1 – Piaget
2	**How should we reduce crime and anti-social behaviour?** To understand token economy programmes and how they are used in prisons to manage offender behaviour, and link to primary and secondary reinforcers.	To evaluate the use of token economy programmes. To outline and evaluate how anger management programmes are used to reduce crime and antisocial behaviour.	Revision of paper 1 – Dweck and Gunderson
3	To revise the nature/nurture debate in the context of criminal behaviour (compare Eysenck and Bandura)	To introduce the topic of the self and understand the key terms from Lewis	Revision of paper 1 - Willingham
4	Develop understanding of the self and understand associated key terms from Rogers	Understand and evaluate the humanistic explanation of the self from Rogers.	INSET

5	Understand and evaluate the humanistic explanation of the self from Maslow.	Consider whether Erikson a better theory of self. Understand the role of identity in development of self, and the development of identity, including strengths and weaknesses.	Revision of paper 1 – Moral development
6	Understand the role of free will in development of identity. Consider Baumeister - the consequence of belief in free will.	Outline the Van Houtte and Jarvis (1995) study Evaluate the Van Houtte and Jarvis study.	Revision of paper 1 – Brain development
7	Outline the Vohrs and Schooler (2008) study. Consider external and internal factors temperament and experience in development of self.	Evaluate the Vohrs and Schooler study	Liturgy / half day etc.

After xmas:

Understand how personality can be measured.
Understand the use of trait theory as a measure of personality, including strengths and weaknesses of trait theory: a. Allport (1936) cardinal, central and secondary personality traits.
b. Cattell (1946) 16PF personality factor assessment

DRAFT

What? When? Why?	Lesson 1 Learning Intentions	Lesson 2 Learning Intentions	Lesson 3 Learning Intentions
1	**How should we punish crime?** To understand the purpose of punishment and links to recidivism rates (prison, community sentencing and restorative justice).	To evaluate the effectiveness of punishment techniques, including the ethics of each approach.	**How should we reduce crime and anti-social behaviour?** To understand token economy programmes and how they are used in prisons to manage offender behaviour, and link to primary and secondary reinforcers.
2	To evaluate the use of token economy programmes. To outline and evaluate how anger management programmes are used to reduce crime and antisocial behaviour.	To revise the nature/nurture debate in the context of criminal behaviour (compare Eysenck and Bandura)	To introduce the topic of the self and understand the key terms from Lewis
3	Develop understanding of the self and understand associated key terms from Rogers	Understand and evaluate the humanistic explanation of the self from Rogers.	Understand and evaluate the humanistic explanation of the self from Maslow.
4	Consider whether Erikson a better theory of self. Understand the role of identity in development of self, and the development of identity, including strengths and weaknesses.	Understand the role of free will in development of identity. Consider Baumeister - the consequence of belief in free will.	INSET DAY
5	Outline the Van Houtte and Jarvis (1995) study	Evaluate the Van Houtte and Jarvis study.	Outline the Vohrs and Schooler (2008) study. Consider external and internal factors temperament and experience in development of self.
6	Evaluate the Vohrs and Schooler study	Understand how personality can be measured.	Understand the use of trait theory as a measure of personality, including strengths and weaknesses of trait theory: a. Allport (1936) cardinal, central and secondary personality traits.
7	b. Cattell (1946) 16PF personality factor assessment		