

# Holy Family Catholic School – Faculty of Science & Physiology

Psychology

Autumn Half Term 2

Year 11

| Learning Intention                                                                                                                      | Vocab                                                               | Concept                              | Retrieval                                                  | Success Criteria                                                                           | Hinge Question                                                                                                                                                                                                                                                                                                                                                                                             | Red Zone                                                                                                                                                             |
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| <b>Week 9 Lesson 1</b><br>To explain the theory of operant conditioning and concepts of positive/negative reinforcement and punishment. | Operant conditioning, Reinforcement, Punishment, Positive, Negative | Reductionism, Practical Applications | Recall classical conditioning and behaviourist assumptions | I can define key terms. I can explain Skinner's operant conditioning theory with examples. | <b>Q:</b> Which classroom example best illustrates Skinner's operant conditioning?<br>A. A student studies hard because they enjoy learning new topics<br>B. A teacher gives praise when homework is completed, increasing the likelihood of future homework completion<br>C. A student forgets their PE kit and feels embarrassed<br>D. A teacher explains a concept using diagrams to help understanding | Explain how behaviour is learned through operant conditioning, using an example. <b>STRETCH:</b> Compare operant and classical conditioning in explaining behaviour. |
| <b>Week 9 Lesson 2</b><br>To introduce Social Learning Theory (SLT) and mediational processes (PRAM).                                   | Modelling, Imitation, Identification, Vicarious reinforcement, PRAM | Nature/Nurture Reductionism          | Recall behaviourist learning                               | I can define the key processes in SLT. I can explain how observation leads to learning.    | <b>Q:</b> According to Social Learning Theory, which process explains why a student starts using complex vocabulary after hearing their teacher use it?<br>A. Attention → Retention → Reproduction → Motivation<br>B. Classical conditioning through repeated exposure                                                                                                                                     | Explain Social Learning Theory using the PRAM model. <b>STRETCH:</b> Compare SLT and operant conditioning as explanations of learning.                               |

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|                                                                                                                                                                   |                                                                                                                               |                                          |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                      | C. Operant conditioning via reinforcement<br>D. Observational learning without cognitive involvement                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |
| <b>Week 9 Lesson 3</b><br>Research Methods:<br>To outline and evaluate the use of observational methods for the purpose of research (including Hawthorne Effect). | Observation, Participant observation, Non-participant observation, Overt, Covert, Structured, Unstructured, Hawthorne Effect. | Research Methods, Reliability, Validity. | Recall different types of research methods and when each might be used in psychology. | <p>❓ I can describe what is meant by an observation in psychological research.</p> <p>❓ I can distinguish between different types of observation (participant/non-participant, overt/covert, structured/unstructured)</p> <p>❓ I can explain what the Hawthorne Effect is and how it may affect validity.</p> <p>❓ I can evaluate the strengths and weaknesses of using observations in research</p> | <p>Q: Which situation best illustrates the Hawthorne Effect and its impact on observation validity?</p> <p>A. Participants behave naturally because they are unaware they are being observed</p> <p>B. Participants change their behaviour because they know they are being observed, reducing ecological validity</p> <p>C. Observers record behaviour using a structured checklist to improve reliability</p> <p>D. Observers take part in the activity to gain deeper insight into participants' experiences</p> | <p><b>Q:</b> Describe and evaluate the use of observational methods in psychological research. Include reference to the Hawthorne Effect.</p> <p><b>STRETCH:</b> Suggest one way psychologists could reduce observer bias or the Hawthorne Effect in an observational study and explain how this would improve validity.</p> |
| <b>Week 10 Lesson 1</b><br>To outline Bandura, Ross and Ross                                                                                                      | Aggression, Model, Observation,                                                                                               | Reliability, Validity,                   | Recall SLT concepts                                                                   | I can describe Bandura's procedure and findings. I                                                                                                                                                                                                                                                                                                                                                   | <b>Q:</b> In Bandura's Bobo doll experiment, which controlled variable                                                                                                                                                                                                                                                                                                                                                                                                                                              | Describe Bandura's study and what it shows about imitation.                                                                                                                                                                                                                                                                  |

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| (1961) research into imitation of aggression.                                                | Imitation, Role model                          | Research Methods      |                                       | can identify variables controlled in the study.            | ensured that differences in aggression were due to the model's behaviour rather than other factors?<br>A. The type of toys available to children during play<br>B. The gender of the adult model and the child's exposure time<br>C. The child's prior aggression level and the size of the room<br>D. The number of observers recording the behaviour | STRETCH: Evaluate Bandura's control and reliability.                                                                               |
| <b>Week 10 Lesson 2</b><br>To evaluate Bandura's research including inter-rater reliability. | Inter-rater reliability, Validity, Observation | Reliability, Validity | Recall features of Bandura's research | I can explain strengths and weaknesses of Bandura's study. | <b>Q:</b> Which statement is both a strength of Bandura's Bobo doll study and a reason it is influential in psychology?<br>A. It used naturalistic observation, increasing ecological validity<br>B. It demonstrated cause-and-effect between observing aggression and imitating it, supporting Social                                                 | Evaluate one strength and one weakness of Bandura's study.<br>STRETCH: Suggest how Bandura could improve validity and reliability. |

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|                                                                                              |                                                         |                                   |                                   |                                                                                    | Learning Theory<br>C. It avoided any ethical concerns related to exposing children to aggression<br>D. It showed aggression is entirely determined by genetics                                                                    |                                                                                                                                                  |
| <b>Week 11</b><br><br><b>Trial Exams</b>                                                     |                                                         |                                   |                                   |                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                  |
| <b>Week 12</b><br><br><b>Trial Exams</b>                                                     |                                                         |                                   |                                   |                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                  |
| <b>Week 13 Lesson 1</b><br>To outline the research by Charlton (2000) as a challenge to SLT. | Observation, Natural experiment, Longitudinal, Validity | Nature/Nurture , Research Methods | Recall SLT and Bandura's findings | I can describe Charlton's study and findings. I can explain how it challenges SLT. | <b>Q:</b> Why do Charlton et al.'s findings challenge Bandura's Social Learning Theory?<br>A. Children in St. Helena showed increased aggression after watching TV violence<br>B. Children did not become more aggressive despite | Describe Charlton's study and explain how it challenges SLT.<br><b>STRETCH:</b> Evaluate Charlton's ecological validity compared with Bandura's. |

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|                                                                                            |                                                      |                               |                                  |                                                                                            | exposure to violent TV, suggesting observation alone does not guarantee imitation<br>C. The study proved that aggression is entirely genetic<br>D. The study showed that reinforcement is unnecessary for learning aggressive behaviour                                                                                                                                                                                   |                                                                                                                                           |
| <b>Week 13 Lesson 2</b><br>To evaluate Charlton's research and draw conclusions about SLT. | Reliability,<br>Ecological validity,<br>Longitudinal | Validity,<br>Research Methods | Recall both Bandura and Charlton | I can evaluate Charlton's study in relation to SLT. I can explain why replication matters. | <b>Q:</b> Why does Charlton et al.'s study raise questions about the universality of Social Learning Theory, and why is replication important?<br>A. It showed aggression always increases after observing violence, so replication is unnecessary<br>B. It found no rise in aggression despite exposure to violent TV, suggesting cultural factors matter and replication tests reliability<br>C. It proved SLT is wrong | Evaluate the strengths and weaknesses of Charlton's study.<br>STRETCH: Discuss what both studies suggest about the nature/nurture debate. |

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|                                                                                                                               |                                                    |                               |                                |                                                                        | in all contexts, so further studies are irrelevant<br>D. It demonstrated that reinforcement is the only factor in learning aggression                                                                                                                                                                                                                                                                                                                                                   |                                                                                                              |
| <b>Week 13 Lesson 3</b><br>To introduce Eysenck's EPQ and personality dimensions (introvert, extrovert, neurotic, psychotic). | Personality, EPQ, Trait, Neuroticism, Psychoticism | Nature/Nurture , Reductionism | Recall personality definitions | I can describe Eysenck's personality traits and how they are measured. | <b>Q:</b> According to Eysenck's theory, which statement correctly describes how personality traits are measured?<br>A. Traits like extraversion and neuroticism are assessed through observation only<br>B. Personality is measured using questionnaires that place individuals on dimensions such as extraversion–introversion and neuroticism–stability<br>C. People are classified into fixed personality types without considering dimensions<br>D. Personality is measured solely | Outline Eysenck's personality theory. STRETCH: Explain how Eysenck's theory could be tested for reliability. |

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|                                                                                                  |                                 |                                      |                   |                                                                                         | through biological tests like brain scans                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                      |
| <b>Week 14 Lesson 1</b><br>To apply Eysenck's personality theory as an explanation of offending. | Offending, Criminal personality | Practical Applications, Reductionism | Recall EPQ traits | I can apply Eysenck's theory to criminal behaviour. I can identify supporting evidence. | <b>Q:</b> According to Eysenck's theory, why are individuals high in extraversion and neuroticism more likely to engage in criminal behaviour?<br>A. They have strong conditioning to social norms and avoid risk<br>B. They seek stimulation and have unstable emotions, making them less responsive to punishment<br>C. They are biologically predisposed to aggression and cannot learn new behaviours<br>D. They always act impulsively without any environmental influence | Explain how Eysenck's personality theory explains offending. STRETCH: Evaluate the reductionism of Eysenck's theory. |

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| <b>Week 14 Lesson 2</b><br>To evaluate Eysenck's personality theory as an explanation of offending. | Reliability,<br>Validity,<br>Personality test | Validity,<br>Reliability | Recall research methods | I can evaluate Eysenck's theory using research evidence. | <b>Q:</b> Which research finding provides the strongest support for Eysenck's theory of criminal personality?<br>A. Studies show criminals always have low IQ scores<br>B. Twin studies reveal that personality traits are entirely learned from the environment<br>C. Eysenck found higher scores for extraversion, neuroticism, and psychoticism in convicted criminals compared to non-criminals<br>D. Research shows personality traits do not influence behaviour | Evaluate Eysenck's theory as an explanation of offending.<br><b>STRETCH:</b> Compare Eysenck's and SLT explanations of crime (nature/nurture). |

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| <b>Week 15 Lesson 1</b><br>To understand the purpose of punishment and links to recidivism rates (prison, anger management, restorative justice). | Punishment, Recidivism, Rehabilitation | Practical Applications, Validity | Recall token economy and behaviour management | I can describe aims of punishment and explain links to recidivism.               | Which of the following best explains why rehabilitation as an aim of punishment might reduce recidivism?<br>A) It focuses on making offenders suffer for their crimes.<br>B) It provides offenders with skills and support to avoid reoffending.<br>C) It ensures offenders are isolated from society permanently.<br>D) It deters others by showing the consequences of crime. | Explain the purpose of punishment and its link to recidivism. STRETCH: Evaluate which approach (biological, behavioural, or social) best prevents reoffending. |
| <b>Week 15 Lesson 2</b><br>To evaluate the effectiveness of punishment techniques including ethics of each approach<br>OVER 2 LESSONS             | Ethics, Deterrence, Rehabilitation     | Validity, Practical Applications | Recall previous punishment methods            | I can evaluate the ethical and practical effectiveness of punishment techniques. | Which statement best evaluates the ethical and practical effectiveness of using imprisonment as a punishment technique?<br>A) It is always ethical because it removes offenders from society.<br>B) It is practical because it guarantees rehabilitation for all offenders.                                                                                                     | Evaluate two methods used to manage offending behaviour. STRETCH: Discuss whether punishment is more effective than rehabilitation.                            |

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|                                                                                                                                                       |                                           |                                         |                                           |                                                                                         | <p>C) It raises ethical concerns due to overcrowding and unequal impact, and its effectiveness in reducing reoffending is mixed.</p> <p>D) It is both ethically sound and practically effective because it eliminates crime permanently.</p>                                                                                                                                           |                                                                                                                                                   |
| <p><b>Week 15 Lesson 3</b></p> <p>To evaluate the effectiveness of punishment techniques including ethics of each approach.</p> <p>OVER 2 LESSONS</p> | <p>Ethics, Deterrence, Rehabilitation</p> | <p>Validity, Practical Applications</p> | <p>Recall previous punishment methods</p> | <p>I can evaluate the ethical and practical effectiveness of punishment techniques.</p> | <p>Which statement best evaluates both the ethical and practical effectiveness of using <b>community service</b> as a punishment technique?</p> <p>A) It is ethically questionable because it humiliates offenders and has no practical benefits.</p> <p>B) It is ethically sound because it benefits society, and practically effective as it can reduce reoffending by promoting</p> | <p>Evaluate two methods used to manage offending behaviour.</p> <p>STRETCH: Discuss whether punishment is more effective than rehabilitation.</p> |

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|                    |       |         |           |                  | responsibility.<br>C) It is ethically problematic because it costs taxpayers more than imprisonment, but practical because it guarantees deterrence.<br>D) It is ethically neutral and practically ineffective because offenders gain nothing from it. |          |