Holy Family Catholic School – Faculty of Science & Physiology

Psychology Autumn Half Term 2 Year 11

| Lesson | Learning Intention | Vocab | Concept | Retrieval | Success Criteria | Hinge | Red Zone |
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| 1 | 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.<br><br>I can explain how it challenges SLT. | Charlton (2000) challenges Bandura's Social Learning Theory because:<br>1. The children copied all of the aggressive behaviours they observed on television.<br>2. The children became aggressive immediately after television was introduced.<br>3. The children showed little increase in aggressive behaviour despite exposure to television.<br>4. Television was removed from the island during the study. | Describe Charlton's study and explain how it challenges SLT.<br><br>STRETCH: Evaluate Charlton's ecological validity compared with Bandura's. |

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| **2** | To evaluate Charlton's research and draw conclusions about SLT. | Reliability, Ecological validity, Longitudinal | Validity, Research Methods | Recall both Bandura and Charlton | I can evaluate Charlton's study in relation to SLT.<br><br>I can explain why replication matters. | Why is Charlton's study often considered to have higher ecological validity than Bandura's?<br>1. It took place in a real-world setting over time.<br>2. It used more participants than Bandura.<br>3. It was conducted in a laboratory.<br>4. Participants knew the true aim of the study.<br>**Correct answer: 1** | Evaluate the strengths and weaknesses of Charlton's study.<br><br>STRETCH: Discuss what both studies suggest about the nature/nurture debate. |
| **3** | 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. | According to Eysenck, personality is:<br>1. Entirely learned through observation.<br>2. Measured using personality traits such as extraversion and neuroticism. | Outline Eysenck's personality theory.<br><br>STRETCH: Explain how Eysenck's theory could be tested for reliability. |

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| | | | | | | 3. Determined solely by upbringing.<br>4. Impossible to measure scientifically.<br>**Correct answer: 2** | |
| **4** | 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.<br><br>I can identify supporting evidence. | Which person would Eysenck predict is most likely to offend?<br>1. Someone high in psychoticism and extraversion.<br>2. Someone low in all personality traits.<br>3. Someone who has never broken a rule.<br>4. Someone who enjoys reading quietly at home.<br>**Correct answer: 1** | Explain how Eysenck's personality theory explains offending.<br><br>STRETCH: Evaluate the reductionism of Eysenck's theory. |

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| 5 | To evaluate Eysenck's personality theory as an explanation of offending. | Reliability, Validity, Personality test | Validity, Reliability | Recall research methods | I can evaluate Eysenck's theory using research evidence. | Which is the strongest criticism of Eysenck's theory?<br>1. Personality can never be measured.<br>2. All criminals have identical personalities.<br>3. Criminal behaviour may be influenced by many factors besides personality.<br>4. Eysenck never conducted any research. | Evaluate Eysenck's theory as an explanation of offending.<br><br>STRETCH: Compare Eysenck's and SLT explanations of crime (nature/nurture). |
| 6 | To understand the purpose of punishment and links to recidivism rates (prison, anger | Punishment, Recidivism, Rehabilitation | Practical Applications, Validity | Recall token economy and behaviour management | I can describe aims of punishment and explain links to recidivism. | What does recidivism mean?<br>1. A criminal receiving a longer sentence.<br>2. Reoffending after receiving a punishment or intervention. | Explain the purpose of punishment and its link to recidivism.<br><br>STRETCH: Evaluate which approach |

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| | management, restorative justice). | | | | | 3. A person showing remorse for a crime.<br>4. Rehabilitation in prison. | (biological, behavioural, or social) best prevents reoffending. |
| **7** | Lesson 2 To understand the purpose of punishment and links to recidivism rates (prison, community sentencing, 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 approach is most focused on repairing harm caused to victims?<br>1. Community sentencing<br>2. Prison<br>3. Restorative justice<br>4. Solitary confinement | Explain the purpose of punishment and its link to recidivism.<br>STRETCH: Evaluate which approach (biological, behavioural, or social) best prevents reoffending. |
| **8** | To evaluate the effectiveness of punishment techniques including ethics of | Ethics, Deterrence, Rehabilitation | Validity, Practical Applications | Recall previous punishment methods | I can evaluate the ethical and practical effectiveness of punishment techniques. | Which statement best supports rehabilitation rather than punishment?<br>1. Offenders should suffer because they committed a crime. | Evaluate two methods used to manage offending behaviour.<br>STRETCH: Discuss whether punishment is more effective |

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| | each approach. | | | | | 2. Longer prison sentences always prevent crime.<br>3. Crime cannot be reduced through intervention programmes.<br>4. Helping offenders change their behaviour may reduce reoffending.<br>**Correct answer: 4** | than rehabilitation. |
| **9** | To explain and evaluate the ways to rehabilitate criminals (token economy programmes and anger management programmes) | Rehabilitation, Token Economy, Anger Management, CBT | Practical applications<br>Nature vs nurture | Learning theory<br>CBT | I can describe token economy and anger management programmes.<br>I can evaluate their effectiveness in reducing offending. | Why might anger management programmes reduce offending?<br>1. They teach offenders strategies to recognise and control anger.<br>2. They guarantee offenders will never commit a crime again. | **Red Zone**<br>Compare token economy programmes and anger management programmes as methods of rehabilitation.<br><br>**STRETCH:**<br>Evaluate whether rehabilitation is |

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| | | | | | | 3. They remove personality traits linked to crime.<br>4. They work by keeping offenders isolated from society. | more effective than punishment at reducing recidivism. |
| **10** | Understand the concepts of the self and self-concept, including: Lewis (1990) a. existential self b. categorical self. | Existential self, Categorical self, Self-awareness, Identity, Recognition. | Nature/Nurture, Validity. | Recall definitions of personality and self from previous lessons. | • I can describe the existential self as awareness of one's own existence.<br>• I can describe the categorical self as identifying oneself through labels and categories.<br>• I can apply examples to | Which statement correctly distinguishes the existential self?<br>1. It refers to awareness of personal existence and continuity over time<br>2. It is based only on external labels like age or gender<br>3. It means identifying yourself strictly by group membership (misconception) | Explain Lewis' theory of existential and categorical self.<br><br>**STRETCH:** Discuss how early childhood experiences shape the development of self-concept. |

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| | | | | | both types of self-concept. | 4. It is the belief that personality traits cannot change | |
| **11** | Understand the concepts of the self and self-concept, including: Rogers (1959) c. self-image d. self-esteem e. ideal self f. self-actualisation g. congruence h. incongruence | Self-image, Ideal self, Self-esteem, Congruence, Incongruence, Self-actualisation. | Holism, Practical Applications. | Recall humanistic ideas introduced previously. | • I can define self-image, ideal self, and self-esteem.<br>• I can explain congruence and incongruence.<br>• I can describe how these concepts influence mental health. | What does Rogers mean by "congruence"?<br>1. The self-image matches the ideal self<br>2. The ideal self is unreachable for all people (misconception)<br>3. A person ignores their real feelings<br>4. A person's self-concept is entirely shaped by genetics | Explain Rogers' ideas about self-concept including congruence and self-actualisation.<br><br>**STRETCH:** Apply Rogers' concepts to a case study of someone with low self-esteem. |
| **12** | Understand the Humanistic Theory of Self, including | Humanism, Free will, Self-esteem, Growth, Positive regard. | Holism, Validity. | Recall Rogers' concepts from the previous lesson. | • I can outline humanistic ideas about self-esteem and personality | Which is a common criticism of the humanistic explanation of self-esteem?<br>1. It is difficult to scientifically | Evaluate humanistic explanations of self-esteem and personality. |

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| | strengths and weaknesses of each theory: a. humanistic explanations of the development of self-esteem b. humanistic explanations of the development of personality. | | | | development.<br>• I can evaluate strengths such as focusing on free will and individual experience.<br>• I can identify weaknesses such as limited scientific evidence. | measure concepts like self-actualisation<br>2. It is fully supported by biological evidence (misconception)<br>3. It ignores subjective experience<br>4. It relies only on laboratory experiments | **STRETCH:** Discuss whether humanistic psychology is too optimistic about human nature. |
| **13** | Understand Humanistic Psychology: Rogers (1951) c. conditional positive regard d. unconditional positive regard e. conditions of worth f. | Conditions of worth, Unconditional positive regard, Conditional positive regard, Congruence, Incongruence. | Nurture, Holism. | Recall definitions of self-concept and self-esteem. | • I can define conditional and unconditional positive regard.<br>• I can explain how conditions of worth affect self-concept.<br>• I can apply | What are "conditions of worth"?<br>1. Expectations placed on a person to gain approval from others<br>2. Natural biological traits inherited from parents (misconception) | Explain conditions of worth and the role of positive regard in self-concept.<br><br>**STRETCH:** Discuss how conditions of worth may contribute to |

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| | congruence g. incongruence h. | | | | examples of how positive regard influences development. | 3. Behaviours that only occur in adulthood<br>4. Conditions that guarantee self-actualisation | mental health problems. |
| **14** | Understand Humanistic Psychology: Maslow's hierarchy of needs. | Hierarchy, Needs, Self-actualisation, Deficiency needs, Growth needs. | Holism, Practical Applications. | Recall self-actualisation from Rogers' theory. | • I can outline each level of Maslow's hierarchy.<br>• I can describe the difference between deficiency and growth needs.<br>• I can explain how unmet needs affect behaviour. | According to Maslow, why might someone struggle to reach self-actualisation?<br>1. Because lower-level needs such as safety or belonging are unmet<br>2. Because self-actualisation is only possible for people with high intelligence (misconception)<br>3. Because personality is fixed from birth<br>4. Because growth needs are less | Explain Maslow's hierarchy and how needs influence behaviour.<br><br>**STRETCH:** Evaluate whether the hierarchy is culturally biased. |

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| | | | | | | important than biological drives | |
| **15** | Understand the role of identity and free will in the development of self, including strengths and weaknesses of each theory: Erikson (1959) the eight stages of identity development. | Identity crisis, Psychosocial stages, Role confusion, Autonomy, Competence. | Nature/Nurture, Validity. | Recall developmental theories encountered earlier in the course. | • I can outline Erikson's eight stages of identity development.<br>• I can explain how identity crises shape personality.<br>• I can evaluate strengths and criticisms of the theory. | What does Erikson mean by an "identity crisis"?<br>1. A period of exploration that helps an individual form a stable sense of self<br>2. A temporary stress response unrelated to development (misconception)<br>3. A biological illness caused by genetics<br>4. A stage that only occurs in early childhood | Explain Erikson's stages of identity development.<br><br>**STRETCH:** Compare Erikson's view of identity to Rogers' view of the self. |
| | No further LIs due to missed days, mocks, whole | | | | | | |

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| | school assemblies, liturgies etc. | | | | | | |