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| Autumn Term | | |
| Overarching Topic: Paper 2 continuation –Research Methods. Paper 3 - Issues and Debates and Forensic Psychology. | | |
| What has come before and what comes later: | Students have studied the following topics during the previous term: Biopsychology, Approaches in psychology and research methods. In the next term, students will continue learning about forensic psychology and stress. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | * What are the characteristics of science? * What do the terms falsification and paradigm mean? * How do psychologists analyse qualitative data? * What does the terms gender bias and culture bias mean? * Is there an easy way of saying a psychological approach is reductionist? * What are the three different types of determinism? * How is the Nature Nurture debate relevant in psychology? * What is the role of an ethical committee in psychological research? * Can you identify the two types of offender profiling? * Which biological explanation of offending behaviour is considered to be scientifically racist and why? | * Is psychology a science? Why/not? * What evidence, key study, can be provided to back up the argument you are making * Which psychologists support your evidence? * Are there other psychologists to counter argue your evidence? * Which approach do you associate with each type of determinism? * The behaviourist approach is reductionist, why? * Why can’t Lomroso’s theory be considered reliable? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Using direct evidence from a source (journal and textbook)  Developing and understanding psychological concepts  To be able to outline key theories  To evaluate key theories  Use research evidence to support/contradict theories. | * In short answers and in essays they will make good use of research findings in order to write informative answers to essay questions. * Students will construct a key concept bank for each topic studied. The concept bank will be an ongoing piece of work that students add too throughout the term. * Through class work, essay planning and feedback. |