

## **Biddulph High School Curriculum Intent**

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society.

Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

### **Curriculum Intent for Social Sciences Department:**

Our vision is to be an outstanding Social Science Department. By striving for excellence, every learner will achieve their full potential, being able to reflect and act upon their own personalised learning needs. Our aim is to motivate learners to enjoy and achieve within a positive, purposeful and secure learning environment, developing a genuine enthusiasm for the Social Sciences. Through a range of inclusive, exciting and innovative learning opportunities, learners will become effective communicators, analytical thinkers and effective members of a community, developing the necessary transferable skills to be fully prepared for the world of work.

All teachers will follow the schemes of work provided by the department. This is to ensure that the students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required.

BTEC Psychology Long Term Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	HBO Unit 1 SAC Unit 2	HBO Unit 1 SAC Unit 2	HBO Unit 1 SAC Unit 2	HBO Unit 1 SAC Unit 2	HBO and SAC to begin Unit 3 Health Psychology	HBO/SAC Unit 3
13	Unit 3 HBO/SAC	Unit 3 HBO/SAC	Unit 4 HBO/SAC	Unit 4 HBO/SAC		

Medium Term Overview BTEC Applied Psychology			
Year 12	<i>Autumn/Spring/Summer Term 1/2/3/4/5/6</i>	Pearson BTEC Level 3 National Extended Certificate in Applied Psychology	No of Lessons: approx. 9/2 weeks
Overview	<p><b>Unit 1: Psychological Approaches and Applications: External Unit- May 2024</b></p> <p>In this unit, students will be introduced to some basic ideas from different approaches in psychology. They will develop an understanding of how psychological approaches research and concepts can explain gender, aggression and consumer behaviour. Social psychology explains how human behaviour occurs in a social context and how people, society and culture can affect behaviour. Cognitive psychology focuses on human information processing and how it can influence, and be influenced by, perception and memory. The behavioural and social learning approach in psychology explains how behaviour is learned from the world around us – through association, the consequent rewards and punishments or through the imitation of role models. The biological approach to psychology considers how internal biological processes, such as genetic inheritance, brain structure and chemistry, can affect human behaviour and how these processes can be explained by evolution. In this unit, students will investigate the various ways in which psychologists explain human interactions and they will gain a clear insight into how and why some behaviour occurs. This unit gives the students knowledge, understanding and skills relevant to higher education courses such as a BSc in Psychology. The unit is also useful to help students to progress to a range of vocational sectors where knowledge of psychology is helpful, including law enforcement, business and marketing, education and health care.</p> <p><b>Unit 2: Conducting Psychological Research- Internal Assessment</b></p>		

<p><b>Assessment</b></p>	<p>Students will explore theories in psychology, scientific research principles that can involve a range of methods, including experiments, interviews, case studies and observations. Results from these studies can then be analysed using statistical techniques and in-depth qualitative procedures to verify their significance and enable researchers to explain or predict behaviour or phenomena. In this unit, students will learn about the importance of research in psychological inquiry and about the types of research that take place. Students will gain an understanding of the research process and the key methods used extensively by researchers to test theories and provide information about the ways in which people think and behave. Students learn how to plan a pilot study exploring a current psychological topic, using qualitative and quantitative methods, and taking account of issues, such as ethics, that researchers need to consider when conducting research on human individuals. Students will conduct their planned pilot study, selecting and applying knowledge gained in this unit to a chosen area, drawing on key psychological approaches. Students will gather and analyse their research findings in order to present them to an audience. They will reflect on their own learning of the research process as well as drawing on feedback from others and consider implications on practice and provision and their own future professional development. This unit will give students important knowledge and skills that will help to prepare them for a higher-education course such as a BSc in Criminology and Psychology, or combined, joint honour degrees in Psychology, Health and Social Care</p>	
<p><b>Essential Knowledge (what must students know):</b></p> <p><b>Unit 1- Psychological Approaches and Applications</b>  <b>A Key psychological approaches, their assumptions and concepts</b>  <b>A1 Approaches and assumptions</b>  <b>Learners must be able to understand and apply knowledge of key assumptions and key concepts as used to explain aspects of human behaviour.</b>  <b>A1 Cognitive approach</b>  <b>A2 Social approach</b>  <b>A3 Behaviourist and social learning approaches</b>  <b>A4 Biological approach</b></p> <p><b>B Application of psychological approaches</b>  <b>Learners must be able to understand and apply knowledge of psychological approaches,</b></p>	<p><b>Essential Skills (what must students be able to demonstrate):</b>  <b>Students will be able to:</b></p> <p>Unit 1:          .AO1 Demonstrate psychological knowledge, be able to recall key assumptions, concepts          Command words: describe, give, give a reason why, identify, name, state          Marks: ranges from 1 to 4 marks          AO2 Demonstrate understanding by explaining the link between psychological assumptions and concepts to behaviour in society          Command words: describe explain, interpret, justify          Marks: ranges from 1 to 4 marks          AO3 Apply and evaluate psychological assumptions and concepts to explain contemporary issues of relevance to society          Command words: analyse, assess, compare, discuss, evaluate, explain          Marks: ranges from 1 to 9 marks</p>	<p><b>Lessons:</b></p> <p><b>Y12–</b>  <b>Unit 1</b>  <b>LAA September-January</b>  <b>LAB January-April</b>  <b>External Exam- May 2024</b></p> <p><b>Unit 2:</b>  <b>LAA- September- December</b>  <b>LAB- January-February</b>  <b>LAC/LAD- March-May</b>  <b>Ready for moderation- May 2024</b></p>

<p>assumptions and concepts by applying them to contemporary issues in society. Knowledge will be applied through vocationally related contexts.</p> <p><b>B1 Use of psychology to explain contemporary issues of aggression in society</b> Learners should be able to demonstrate knowledge of different types of aggression. Learners should understand and apply knowledge of how psychological concepts can be used to explain aggression in society:</p> <p><b>B2 Use of psychology in business to explain and influence consumer behaviour</b> Learners should be able to demonstrate knowledge of the means used to influence behaviour.</p> <p><b>B3 Application of psychology to explain gender</b> Learners should understand key terms associated with gender, including binary, non-binary, gender fluid, androgyny, transgender, masculinity, femininity, gender dysphoria. Learners should understand and apply knowledge of how psychological approaches and concepts can be used to understand the typical and atypical gender of individuals in society.</p> <p><b>Unit 2: Conducting Psychological Research</b></p>	<p><b>Unit 2: Learning aim A</b> Learners report on the importance of research in informing and improving practice and provision. For distinction standard, learners will produce a report that provides a fully-focused evaluation of the reasons for conducting psychological inquiry and which justifies the personal and professional skills required to conduct research. The report will use a comprehensive range of key terms commonly used in research and demonstrate a sound understanding of the research process. There will be good evidence of learners' critical reflection on the skills they possess and would need to carry out research, they will include a detailed rationale for research required in a given area. The report will be well structured and coherent. Examples provided will be clear and linked in a logical way and evidence of original thought will be present.</p> <p>For merit standard, learners will produce a report that provides a detailed account of the reasons for conducting psychological inquiry, discusses the personal and professional skills required to conduct research. The report will utilise a wide range of key terms commonly used in research and demonstrate a clear understanding of the typical research process. The account will include learners' reflections on the skills they possess and would need to carry out research, they will consider the different areas of research that can be explored within psychology. The report will be well structured and clear. Examples provided will be clear and linked in a logical way.</p>	
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<p>A Understand research methods and their importance in psychological inquiry</p> <ul style="list-style-type: none"> <li>• Principles of research</li> <li>• Key terms in research</li> <li>• Research process</li> </ul> <p>B Plan research to investigate psychological questions</p> <ul style="list-style-type: none"> <li>• Research Methods</li> <li>• Developing Research Proposals</li> </ul> <p>C Carry out a pilot study to explore current issues in psychology</p> <ul style="list-style-type: none"> <li>• Data Collection</li> <li>• Data Analysis</li> <li>• Presenting findings to an audience</li> </ul> <p>D Review implications of research into psychological inquiry.</p> <ul style="list-style-type: none"> <li>• Implications of research into Psychological Inquiry</li> </ul>	<p>For pass standard, learners will produce a report that provides an account of reasons for conducting psychological inquiry, the personal and professional skills required to conduct research, and the typical research process, using some key terms commonly used in research. The report may be mainly descriptive, demonstrating a basic understanding of the subject and personal views may be shown in place of evidence. There may be some examples although they may not be clear or linked in a logical way and occasional misunderstandings may be present.</p> <p><b>Unit 2: Learning aim B</b></p> <p>Learners plan a pilot study involving a small group of participants in one of the approaches explored in Unit 1: Psychological Approaches and Applications. They will use one method for data collection from questionnaires, observation or interviews. For distinction standard, learners will produce a report that will provide a critical evaluation of the different research methods that can be used, giving detailed, considered discussion that explores the advantages and disadvantages of a broad range of methods.</p> <p>The evaluation will provide an in-depth exploration of the use of methods in different contexts, including a reasoned justification for use in learners' own pilot projects. Examples will be fully focused and demonstrate a sound understanding of methodologies and their uses. The research proposal will contain detailed and justified information on the participants, procedures, research questions or hypothesis, the methodology to be used, ethical considerations and a timeline for completing the small-scale research project. There will be evidence of accurate consideration of</p>	
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	<p>the links between research proposals, literature, methodologies and references. Links made will be highly focused and demonstrate originality of thought and critical thinking. Reports will use appropriate conventions.</p> <p>For merit standard, learners will produce a report that provides an analysis of the different research methods that can be used, giving clear consideration of the advantages and disadvantages of a range of methods.</p> <p>The analysis will provide explanation of the methods considered and there may be examples of uses in different contexts and some justification for use in learners' own pilot projects. Examples will be well structured and demonstrate a good understanding of methodologies and their uses.</p> <p>The research proposal will contain information about the participants, procedures, research questions or hypothesis and the methodology to be used, as well as ethical considerations and a timeline for completing the pilot project. There will be generally accurate evidence of links between research proposals, literature, methodologies and references. There will be some use of critical evaluation in discussions.</p> <p>For pass standard, learners will produce a report that provides a basic outline of the different research methods that can be used and may include some examples of the advantages and disadvantages of using different methods in the research process.</p> <p>The research proposal will contain information on the participants, procedures, research questions or hypothesis, the methodology to be used, ethical considerations and a timeline for completing</p>	
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	<p>the pilot research project. There may be some attempt to link research proposals to literature and methodologies, and references will be provided using academic conventions. However, these may be weak in structure and may contain inconsistencies, examples will not always be appropriate.</p> <p><b>Unit 2 Learning aims C and D</b></p> <p>For distinction standard, learners will produce a report that includes a comprehensive account of the pilot study conducted. The report will include a logical and accurate rationale for research, the research questions, methodologies and procedure. There will be an analytical approach taken to discussing the data analysis tools used and findings will be displayed using a variety of formats. The report will be accurately structured according to academic conventions for presentation. The report will include a critical evaluation of the success of the pilot study, using feedback from others and self-reflection. Learners will demonstrate an excellent understanding of the impact of research on areas of practice and provision in supporting the development of strategies, treatments and understanding of their chosen area of research. Well-considered examples and originality of thought will demonstrate learners' deep reflection on the impact of research in supporting their own personal and professional development. There will be a logical and well-reasoned discussion on how the pilot study could be adapted for a larger-scale research project.</p> <p>For merit standard, learners will produce a report that includes detailed information on the pilot study conducted. The report will include a logical rationale for research, the research questions,</p>	
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	<p>methodologies and procedure. There will be a well-structured account of the data analysis tools that were adopted and findings will be displayed using at least two different formats. The report will be well structured, taking account of academic conventions and referencing.</p> <p>The report will include an argument on the success of the research project, using feedback from others and self-reflection. There will be a critical analysis of the impact of research on areas of practice and provision in supporting the development of strategies, treatments and understanding of the chosen area of research. Considered examples and some original thought will be evident in learners' accounts of the impact of research in supporting their own personal and professional development. There will be a discussion on how the pilot study could be adapted for a larger-scale research project.</p> <p>For pass standard, learners will produce a report that includes information on the pilot study conducted. The report will include basic information on the rationale for research, the research questions, methodologies and procedure. There will be brief details of the data analysis tools that were adopted and findings will be displayed using at least two different formats. There will be an attempt to structure the report along the lines dictated by academic conventions, although there may be some inaccuracies.</p> <p>The report will include a few reflections on the success of the research project, using feedback from others and self-reflection, and an attempt to structure them appropriately will have been made. There will be identification of the impact of research on areas of practice and provision in</p>	
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	<p>supporting the development of strategies, treatments and understanding on their chosen area of research, although examples may not always link well to the research project. The report will include some consideration of the impact of research in supporting learners' personal and professional development. There will be a brief overview of how the pilot study could be adapted for a larger-scale research project.</p>	
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<b>Medium Term Overview Health and Social Care</b>			
Year 13	<i>Autumn/Spring/Summer Term 1/2/3/4/5</i>	Unit Title: Unit 3 Health Psychology, Unit 4 Criminal and Forensic Psychology	No of Lessons: approx. 9/2weeks
Overview and Assessment	<p><b>Unit 3 Health Psychology- External Examination</b>                      In this unit, students will learn about approaches and theories that explore or explain the reasons why an individual may engage in specific behaviours. Students will develop the skills to critically evaluate these approaches and theories, enabling them to reach informed judgements about how useful they are at explaining healthy and unhealthy behaviours. Students will use psychological</p>		

	<p>approaches to examine specific behavioural and physiological addictions and to explain the reasons why it can be difficult to overcome these addictions. Students will also study psychological theories that explain why individuals may experience high levels of stress, together with the physiological effects of stress and the impact on health. You will explore how health psychologists can help improve health behaviours using psychological theories of persuasion and learn about specific physiological and behavioural treatments, making judgements about their effectiveness. Students will examine the ways in which psychologists can improve adherence to make sure that changes in health behaviours are maintained in the long term. This unit places an emphasis on applying health psychology in a vocational setting and gives them the opportunity to develop their understanding of the work of health psychologists and other healthcare practitioners. The unit is also a basis for study at higher education, for example a BSc in Health Psychology. It will also help students to progress to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.</p> <p><b>Unit 4 Criminal and Forensic Psychology- Internal Assessment</b>          In this unit, students will explore psychological approaches to criminal behaviour and learn how offender profiles are created using different techniques. Students will examine different psychological methods for modifying and punishing criminal behaviour, and investigate their effectiveness. This will include their impact on both the rate of reoffending and on the individual and society. This unit gives students the knowledge, understanding and skills relevant to higher education courses such as the BSc in Psychology, Law and Criminology. The unit is also useful for progression to a range of occupations in the criminal justice system, for example the police service, offender management.</p>
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<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Unit 3: Health Psychology</b></p> <p>A Lifestyle choice and health-related behaviour          A1 Psychological definition of health and ill health, addiction and stress          Definitions and characteristics of health and ill health, addiction and stress.</p> <ul style="list-style-type: none"> <li>• Health and ill health: biomedical, biopsychosocial, health as a continuum.</li> <li>• Behavioural and physiological addiction:             <ul style="list-style-type: none"> <li>o Griffiths’ six components of addiction: physical and psychological dependence (salience), tolerance, withdrawal, relapse, conflict, mood alteration</li> </ul> </li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p>Students will be able to:</p> <p><b>Unit 3 Health Psychology- External Exam</b></p> <p>AO1 Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change</p>	<p><b><u>Lessons:</u></b></p> <p><b>September-December- Unit 3</b></p> <p><b>January- May- Unit 4</b></p>
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<p>o stress: definition of a stressor, psychological stress, stress and perceived ability to cope.</p> <p><b>A2 Psychological approaches to health</b> Learners will explore psychological approaches to health and suggest how these could be applied to different scenarios.</p> <ul style="list-style-type: none"> <li>• Biological influences – of genetic predisposition, the roles of neurotransmitter imbalances.</li> <li>• Behaviourist approaches – the role of cues, positive reinforcement and negative reinforcement to explain healthy and unhealthy behaviours; using operant conditioning to encourage and incentivise behaviour.</li> <li>• Social learning approach – effects of parental and peer role models on healthy and unhealthy behaviours; role models in health education.</li> <li>• Cognitive approach – decisions to engage in behaviours to provide relief from stress, anxiety, boredom or to mitigate impacts of other health problems, resolving cognitive dissonance for behaviour change, professional biases in diagnoses and treatments.</li> </ul> <p><b>A3 Theories of stress, behavioural addiction and physiological addiction</b> Learners will explore theories of stress, behavioural addiction and physiological addiction, and apply these theories to different scenarios.</p> <ul style="list-style-type: none"> <li>• Theories: key concepts of psychological theories of stress, behavioural addiction and physiological addiction, to include: o health belief model concepts of perceived seriousness, susceptibility, cost-benefit analysis, how demographic variables such as age, gender, culture and external/internal cues affect behaviour</li> </ul> <p>o locus of control: internal and external locus of control, the role of attributions in determining health behaviour</p> <p>Theory of planned behaviour: concepts of personal attitude to behaviour, subjective norms, perceived behavioural control and their effect on behaviour</p> <p>o self-efficacy theory: mastery experiences, vicarious reinforcement, the effect of social persuasion and emotional state on self-efficacy and likelihood of behavioural change</p> <p>o transtheoretical model: precontemplation, contemplation, preparation, action, maintenance.</p> <p><b>B Stress, behavioural addiction and physiological addiction</b></p>	<p>AO2 Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts</p> <p>AO3 Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change</p> <p>This unit will be assessed through one written examination of 70 marks. The examination will be two hours in length.</p> <p>Learners will be assessed through a number of short- and long-answer questions relating to three different contexts. The questions will assess applied knowledge, understanding and critical evaluation of psychological approaches, theories and studies that explain or predict health-related behaviour and behaviour change.</p>	
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**B1 Stress**

Learners demonstrate an understanding of the key concepts of the causes and responses to stress, making judgments on the relative importance and effectiveness of these. Learners apply the key concepts of the causes and the physiological response to stress to given scenarios.

- **Causes of stress:**

- o definition and role of life events and daily hassles in stress

- o role of the workplace in stress: role conflict, effect of the environment, level of control

- o definition and role of personality in stress.

- **Physiological responses to stress, to include:**

- o general adaptation syndrome (GAS)

- o the role of the sympathomedullary (SAM) and the hypothalamic-pituitary-adrenal

(HPA) system in chronic and acute stress

- o role of adrenaline in the stress response.

- **Limitation of viewing stress as a purely physiological response:**

- o gender differences in physiological responses

- o more than two responses, the 'freeze' response and role of cognitions

- o fight or flight response is maladaptive in modern society

- o role of personality, variation in level and type of hormones released.

- **The link between stress and physical ill health – short term (headache, stomach upset, fatigue) and long term (heart attack, stroke, hypertension).**

**B2 Physiological addiction**

Learners demonstrate an understanding of key principles of physiological addiction, including initiation, maintenance and relapse, and make judgements on the effectiveness of approaches to explain behaviour. Learners apply these key principles of physiological addiction to scenarios.

- **Smoking:**

- o biological approach

- initiation: genetic predisposition to addiction, dopamine receptors, heritability of smoking initiation and nicotine dependence

- maintenance and relapse: role of dopamine, nicotine regulation, tolerance,

**Learning aim A**

Learners will a report, concerning three psychological explanations of criminal behaviour. For distinction standard, learners will evaluate the validity of biological, individual differences and social explanations of criminal behaviour by considering the strengths and weaknesses of each explanation. They will give detailed, reasoned conclusions as to the merits of the different explanations of criminal behaviour and their use to categorise criminal behaviour, such as property crime, white-collar crime and violent criminal behaviour. Learners' evaluations will consider the effects of different patterns of offending behaviour, such as gender differences and the impact of different crimes on society, to reach conclusions as to the validity of different explanations. For merit standard, learners will discuss biological, individual differences and social explanations of criminal behaviour, and will make judgements on the research used to support these theories. These judgements will include both the results and conclusions of the research and an evaluation of its methodological strengths and weaknesses. Judgements will include an appreciation of the different patterns of criminal behaviour, for example appreciation of the effects of upbringing. For pass standard, learners will investigate the social explanations of criminal behaviour, including examples from a biological perspective, the inheritability of criminal behaviour and the factors that may contribute to this inheritability. Explanations of individual differences will cover

<p><b>withdrawal symptoms</b></p> <p><b>o learning approach</b></p> <ul style="list-style-type: none"> <li>– initiation: parental and peer role models, positive reinforcement</li> <li>– maintenance: negative reinforcement, i.e. removal of withdrawal symptoms, classical conditioning and association between sensory information and nicotine effects</li> <li>– relapse: classical conditioning, conditioned cues, self-efficacy.</li> </ul> <p>• Alcohol:</p> <p><b>o cognitive approach – self-medication model</b></p> <ul style="list-style-type: none"> <li>– initiation – use of alcohol as mitigation for current issue, use of substances for specific effects</li> <li>– maintenance – assumption about management of the problem, stress relief</li> <li>– relapse – counterproductive, increase of stress levels, ‘solving’ problem causes relapse</li> </ul> <p><b>o learning approach – operant conditioning</b></p> <ul style="list-style-type: none"> <li>– initiation – positive reinforcement, positive consequences such as relaxation, increased dopamine; negative reinforcement, relief from stress, influence of role models</li> <li>– maintenance – negative reinforcement, relief from withdrawal symptoms</li> <li>– relapse – reduction of withdrawal symptoms, negative reinforcement.</li> </ul> <p><b>B3 Non-substance-related addiction</b></p> <p>Learners demonstrate and apply a knowledge and understanding of the key principles of approaches to non-substance related addiction, including initiation, maintenance and relapse, and explore their effectiveness in explaining behaviour. Learners apply these key principles of physiological addiction to scenarios.</p> <p>• Gambling:</p> <p><b>o cognitive approach – expectancy theory</b></p> <ul style="list-style-type: none"> <li>– initiation – cost-benefit analysis</li> <li>– maintenance – irrational thoughts, cognitive biases, illusions of control, exaggeration of ability</li> </ul>	<p>the traits of a criminal and the cognitive factors that contribute to criminal behaviour. Social psychological explanations could include social learning theory, differential association models of crime and how upbringing can lead to criminal behaviour. Learners will reference research on which these theories are based.</p> <p><b><u>Learning aim B</u></b></p> <p>Learners produce a report concerning the usefulness to the individual and society of the psychological strategies used in dealing with criminal behaviour.</p> <p>For distinction standard, learner evaluations of the impact of different punishment and behaviour modification strategies will include a detailed analysis of their appropriateness for the individual and society. This will include an assessment of considerations such as the economic benefits to society and the impact that punishment and behaviour modification strategies will have on both the criminal and their victim. Learners’ evaluations will make detailed, appropriate reference to underlying psychological theories, including the validity of supporting research.</p> <p>For merit standard, learner assessments of the impact of different behaviour modification and punishment strategies will include consideration of the effect on the individual and on society, for example the impact on reoffending rates. Learners will support their account with reference to psychological research. They will include reference to different types of crime and patterns of</p>	
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<p>– <b>cognitive bias in gambling</b></p> <p>– <b>relapse – recall bias and overestimation of success</b></p> <p>o <b>learning approach</b></p> <p>– <b>initiation – association between gambling and pleasure/excitement therefore behaviour strengthened</b></p> <p>– <b>maintenance – variable reinforcement schedules, behaviour strengthened due to variable success</b></p> <p>– <b>relapse – cue reactivity, cues associated with behaviour increase likelihood of relapse, i.e. walking past betting shops, gambling advertisements.</b></p> <p>• <b>Shopping:</b></p> <p>o <b>learning approach</b></p> <p>– <b>initiation – role models guide on how to behave, vicarious reinforcement, role of celebrity and advertisements</b></p> <p>– <b>maintenance – association with excitement and pleasure, adrenaline rush and rewards, positive reinforcement</b></p> <p>– <b>relapse – cues associated with shopping are seen, advertisements, need to shop, relief from withdrawal symptoms/negative reinforcement</b></p> <p>o <b>cognitive approach – self-medication</b></p> <p>– <b>initiation – relief from boredom, psychological problem, distress, lack of self-esteem, excitement</b></p> <p>– <b>maintenance – reduction of anxiety associated with spending, continuation of boredom/anxiety relief</b></p> <p>– <b>relapse – withdrawal causes lack of excitement/boredom, increase of anxiety (due to financial worries), breakdown of coping strategies.</b></p> <p><b>C Promotion of positive behavioural change</b></p> <p><b>C1 Theories of persuasion</b></p>	<p>criminal behaviour, together with some analysis of the methodological limitations of the research. For pass standard, learners will explain different behaviour modification and punishment strategies used in response to criminal behaviour. This will include the main features of such behaviour modifications and punishments, and appropriate links will be made between these and the psychological approaches on which they are based.</p> <p><b><u>Learning aim C</u></b></p> <p>Learners will produce an offender profile using information provided in a real or fictional case study, including a rationale for the methods used and for the selected offender characteristics. They will also consider profiling limitations.</p> <p>For distinction standard, learners will produce a well-developed, comprehensive offender profile, using both UK and US methods, that considers a broad range of psychological and social characteristics. It will have well-supported evidence from the case study and logically reasoned justifications for decisions and choices made, including reference to key methodologies.</p> <p>Learners will suggest several limitations of the approaches used to produce the offender profile, demonstrating a reasoned evaluation of the processes available. Learners will also provide appropriate and considered arguments on the ethical implications of offender profiling.</p> <p>For merit standard, learners will produce a detailed offender profile, using both UK and US methods, that considers a range of features of psychological and social portraits, supported by</p>	
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<p><b>Learners demonstrate a knowledge and understanding of the key concepts of these theories and explore their effectiveness in predicting behavioural change. Learners apply these theories to scenarios.</b></p> <ul style="list-style-type: none"> <li>• <b>Hovland-Yale theory of persuasion: the role of the communicator, communication and the recipient in persuasion.</b></li> <li>• <b>Fear arousal theory of persuasion: low, medium and high levels of arousal and their impact on behavioural change.</b></li> <li>• <b>Elaboration-likelihood model of persuasion: use of peripheral or central route to persuasion, factors of influence (role of celebrity), individuals' differences in influence.</b></li> </ul> <p><b>C2 Treatment and management of addiction and stress</b>  <b>Learners demonstrate knowledge and understanding of key physiological and psychological methods of and professional approaches to, managing stress and addiction, exploring their effectiveness, including ethical and practical factors. Learners select and apply appropriate methods to scenarios, justifying decisions.</b></p> <ul style="list-style-type: none"> <li>• <b>Physiological and psychological treatment of stress management and addiction:</b> <ul style="list-style-type: none"> <li>o mindfulness – attending to and regulating thoughts, feelings and emotions; being in the present; promoting healthy behaviours</li> <li>o talking therapies including counselling, guided self-help, cognitive behavioural therapy (CBT) and stress inoculation training (cognitive preparation, skill acquisition, application and follow-through)</li> <li>o social support – instrumental (practical), emotional (comfort), esteem (self-esteem)</li> <li>o biofeedback – physiological feedback, relaxation training</li> <li>o skills training</li> <li>o physiological treatments – nicotine substitutes (patches, gum, tablets, inhalers, sprays); drug treatments for detoxification and withdrawal from alcohol; over the counter remedies for stress (valerian, chamomile and lavender)</li> </ul> </li> </ul>	<p>reference to the case study. Learners will make reference to key psychological research when examining their choices and decisions. Learners will consider most of the relevant limitations of the offender profile and include some evaluation of how the offender profile could be improved. For pass standard, learners will produce a simple offender profile, using both UK and USA methods, that includes evidence from the case study to support their choices, which may be limited in some areas. The offender profile will account for some of the features of psychological and social portraits, with a partial consideration of key psychological research when explaining choices. Two limitations of the offender profile will be covered. The limitations will be relevant to the offender profile that has been produced but may not be examined in detail.</p>	
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<p>o exercise – release of endorphins.</p> <p><b>C3 Maintenance of behavioural change</b></p> <p>Learners demonstrate knowledge and understanding of key concepts of theories and methods of behavioural change in relation to non-adherence and improved adherence to medical advice and explore their effectiveness. Learners apply these key concepts of theories and methods of behavioural change to scenarios.</p> <ul style="list-style-type: none"> <li>• <b>Reasons for non-adherence:</b> <ul style="list-style-type: none"> <li>o stress – the perceived inability to cope as a threat to behaviour change</li> <li>o rational non-adherence, including cost-benefit analysis, financial barriers, patient-practitioner relationship</li> <li>o learned helplessness – control over behaviour and outcomes</li> <li>o lack of support – significant others, health professionals.</li> </ul> </li> <li>• <b>Methods used to improve adherence:</b> <ul style="list-style-type: none"> <li>o health education/promotion – relevant to target group, improved access to information</li> <li>o reduction of perceived threats – resistance, fears, understanding of needs, safety and security</li> <li>o lifestyle changes – replacing unhealthy behaviours with healthy behaviours; reduction in stress, improved self-esteem and self-confidence, emotional resilience, insight into own behaviour, improved outlook on life</li> <li>o support for behavioural change including provision of incentives, persuasive health reminders (texts, self- tracking, progress monitoring) and social prescribing</li> </ul> </li> </ul>		
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**Unit 4: Forensic and Criminal**

A1 Biological explanations of criminality

- Inherited criminality, twin family and adoption studies, and diathesis – stress model.
- Low activity in genes MAOA and CDH13.
- Role of the amygdala and aggression – intermittent explosive disorder and reactive aggression.

A2 Individual differences explanations of criminality

- Eysenck’s theory of criminality, including three dimensions/traits of personality – extroversion, neuroticism and psychoticism.
- Cognitive factors and criminality: Kohlberg stages of moral development – moral reasoning and lack of opportunity to develop moral thinking beyond the pre-conventional level.

A3 Social psychological explanations of criminality

- Social learning theory – Bandura, modelling, gender differences, as applied to criminality.
- Differential association model – what, how, and from whom criminal behaviour is learned.
- The effects of upbringing on criminal behaviour:
  - o disrupted families
  - o maternal deprivation
  - o poverty.

Learning aim B: Investigate punishment strategies and behaviour modification of criminal behaviour

Benefit to the individual and society of the application of behaviour modification strategies and punishment of the criminal.

B1 Punishing criminal behaviour

Effectiveness, and social and ethical implications of punishment methods.

<ul style="list-style-type: none"> <li>• Imprisonment – incapacitation, punitive punishment or rehabilitation, deterrence, i.e. recidivism rates, effect of institutionalisation when released, mental health and suicide rates in prison.</li> <li>• Zero tolerance – US model, ‘war on drugs’, possibilities for system abuse.</li> <li>• Offender disclosure schemes.</li> <li>• Community sentences – effective alternative to custodial sentences, types of community sentences, i.e. probation, recidivism rates, reduction in stigma.</li> <li>• Fines and discharges.</li> </ul> <p>B2 Modifying criminal behaviour Effectiveness and social and ethical implications of methods of modifying criminal behaviour.</p> <ul style="list-style-type: none"> <li>• Anger management – reducing anger and aggression in prisons, rehabilitation and reduction of recidivism:             <ul style="list-style-type: none"> <li>o cognitive approach, e.g. hostile attribution bias, irrational ways of thinking</li> <li>o stress inoculation training, conceptualisation, skills acquisition and application of skills learned.</li> </ul> </li> <li>• Restorative justice – rehabilitation of offenders, atonement for wrong doing, victim’s perspective.</li> <li>• Token economy based on the principles of behaviourism, used in prisons.</li> </ul> <p>Learning aim C: Apply different methods to create an offender profile Methods of offender profiling, advantages disadvantages and ethical considerations.</p> <p>C1 Methods of offender profiling</p> <ul style="list-style-type: none"> <li>• Top-down US Federal Bureau of Investigation (FBI) approach techniques:             <ul style="list-style-type: none"> <li>o classification of offenders – the organised/disorganised typology of serial murder, Canter et al (2004), the lust murderer, Hazelwood and Douglas (1980).</li> </ul> </li> <li>• Bottom-up British behavioural evidence analysis approach techniques:             <ul style="list-style-type: none"> <li>o based on key psychological theories</li> </ul> </li> </ul>		
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<p>o how and why criminal behaviour occurs</p> <p>o consistencies of offender actions (behavioural consistency)</p> <p>o factors, e.g. interpersonal coherence, significance of time and place, forensic awareness.</p> <p>C2 Offender profiling, purpose and techniques</p> <ul style="list-style-type: none"> <li>• Aims of profiling:             <ul style="list-style-type: none"> <li>o narrowing range of suspects</li> <li>o predicting future crimes, e.g. times, locations</li> <li>o establishing appropriate techniques for police interviews of suspect.</li> </ul> </li> <li>• Building a psychological portrait of a suspect, e.g. personality, age, gender, habits, behavioural consistency, intellect, health.</li> <li>• Building a social portrait of a suspect, e.g. religion, ethnicity, social class, marital status, occupation, possible substance abuse, possible crime history and area where they live.</li> <li>• Crime scene data collection features, including:             <ul style="list-style-type: none"> <li>o type of victim</li> <li>o type of crime committed</li> <li>o location</li> <li>o time</li> <li>o frequency of similar crimes in the area</li> <li>o physical evidence at the crime scene.</li> </ul> </li> </ul> <p>C3 Limitations of offender profiling</p> <ul style="list-style-type: none"> <li>• Problems and issues associated with offender profiling, including:             <ul style="list-style-type: none"> <li>o appropriateness for particular crimes, e.g. Holmes and Holmes 1996</li> <li>o insufficient empirical investigation</li> <li>o reductionist</li> <li>o police analysis bias – Barnum effect</li> <li>o ethics.</li> </ul> </li> </ul>		
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