



Intent - The year 10 of OCR's GCSE (9–1) specification in Psychology is designed to inspire and engage learners by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. Learners will be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices.

Psychology

Year 10

Unit 1 – Research Methods
(Sep – Mid Nov)

Unit 2 – Criminality (Nov - Dec)

Unit 3 – Development
(Jan – February)

Unit 4 – Psychological Problems
(March - April)

Unit 5 – Sleep & Dreaming
(April – June)

Knowledge
(facts, information, concepts and key terminology)
Understanding
(ability to connect and synthesise knowledge within a context)

Planning Research

- Hypotheses, Variables, Experimental Designs, Populations & Sampling, Ethical Guidelines

Doing Research

- Experiments, Interviews, Questionnaires, Observations, Case Studies, Correlations

Analysing Research

- Types of Data, Descriptive Statistics, Tables/Charts/Graphs, Reliability, Validity, Sources of Bias

Approaches and Perspectives

- Physiological, Cognitive, Developmental, Social, Individual Differences, Behaviourist and Psychodynamic

Key Concepts: Different types of crime, Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour & How crime is measured: official statistics and self-report.

Theory 1: The Social Learning Theory description and evaluation

Study 1: Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children. (Description and evaluation)

Theory 2: Eysenck's Criminal Personality Theory description and evaluation

Study 2: Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem. (Description and evaluation)

Application: The changing nature of punishment

Key Concepts: Stages of development; pre-natal; childhood; adolescence; and adulthood. The development of brain structures and functions; the nervous system; neurons; synapses; and their interaction in development of the brain & IQ tests as a measure of intelligence.

Theory 1: Piaget's Theory of Cognitive Development (description and evaluation)

Study 1: Cognitive Development Research Study – Piaget (1952): Study into the conservation of number (description and evaluation)

Learning Theories (2 theories): Dweck's Mindset Theory and Willingham's Learning Theory (description and evaluation)

Study 2: Learning Research Study – Blackwell et al. (2007): study into fixed and

Key Concepts: The mental health continuum, the current prevalence of mental health problems, the incidence of significant mental health problems over time, including changing classification; similarities and differences; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act. The effects of significant mental health problems on the individual and society, the effects of stigma on individuals before and after diagnosis and the effects of significant mental health problems on the wider society.

Biological Theories: The Dopamine Hypothesis of Schizophrenia and the Social Rank Theory of Depression

Psychological Theories: Social Drift Theory of Schizophrenia and The ABC Model of Depression

Study 1: Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.

Study 2: Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?

Key Concepts: The functions, features and benefits of sleep. The stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin. The causes of sleep disorders: sleep onset and sleep maintenance insomnia. Endogenous pacemakers and exogenous zeitgebers.

Theory 1: The Freudian Theory of Dreaming (description and evaluation)

Study 1: The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of 'The Wolfman' (description and evaluation)

Theory 2: The Activation Synthesis Theory of Dreaming (description and evaluation)

Study 2: The Activation Synthesis Theory of Dreaming Research Study Differences in actions and functions of the brain when dreaming and when awake – Williams et al. (1992): study into Bizarreness in Dreams and Fantasies: Implications

			growth mind-sets (description and evaluation) Application: The changing role of education	Application: The development of treatments	for the Activation Synthesis Hypothesis (description and evaluation) Applications: Development of treatments for insomnia
Skills (successful application of knowledge and understanding to a specific task)	AO1: <u>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</u> AO2: <u>Apply knowledge and understanding of psychological ideas, processes and procedures</u> AO3: <u>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</u>	AO1: <u>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</u> AO2: <u>Apply knowledge and understanding of psychological ideas, processes and procedures</u> AO3: <u>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</u>	AO1: <u>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</u> AO2: <u>Apply knowledge and understanding of psychological ideas, processes and procedures</u> AO3: <u>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</u>	AO1: <u>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</u> AO2: <u>Apply knowledge and understanding of psychological ideas, processes and procedures</u> AO3: <u>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</u>	AO1: <u>Demonstrate knowledge and understanding of psychological ideas, processes and procedures</u> AO2: <u>Apply knowledge and understanding of psychological ideas, processes and procedures</u> AO3: <u>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</u>
Formal Assessments (those done by all/vast majority of the cohort)	Mid & End of Unit Assessment Mock Series Oct-Nov	Mid & End of Unit Assessment	Mid & End of Unit Assessment Mock Series Feb-March	Mid & End of Unit Assessment	Mid & End of Unit Assessment End of Year 10 Assessment/Mock 1
<p>By the end of the year students on course for at least a grade 5 will be able to</p> <ul style="list-style-type: none"> • demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology • use some mathematical skills relevant to research methods in psychology • analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence • evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints. 					