

## Year 10 Curriculum intent – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	Criminal Psychology (& Issues and debates)	Criminal Psychology & Research Methods	Psychological Problems	Psychological Problems & Research Methods	Development & Research Methods	Research Methods
<b>Knowledge &amp; Understanding</b>	<p>Explanations of why criminal/anti-social behaviour occurs, including The Social Learning Theory of Criminality and Eysenck's Criminal Personality Theory</p> <p>The effects of punishment, alternatives to imprisonment, rehabilitation and reducing criminal/anti-social behaviour</p> <p>Planning to conduct a psychological investigation and writing a hypothesis including null and alternative</p> <p>Using, understanding, interpreting and analysing numerical data and graphical representation of data</p>		<p>Symptoms and diagnosis criteria of two mental health issues: Schizophrenia and Depression</p> <p>Psychological and biological explanations of treatments for Schizophrenia and Depression</p> <p>Planning to conduct a psychological investigation and writing a hypothesis including null and alternative</p> <p>Using, understanding, interpreting and analysing numerical data and graphical representation of data</p>		<p>Stages of development including cognitive and brain development and the role of education and intelligence including Piaget's Theory of Cognitive Development</p> <p>Types of intelligence and how intelligence is measured</p> <p>Planning to conduct a psychological investigation and writing a hypothesis including null and alternative</p> <p>Using, understanding, interpreting and analysing numerical data and graphical representation of data</p>	
<b>Assessment</b>	Mid Unit Assessment	End of Unit Assessment	Mid Unit Assessment	End of Unit Assessment  Year 10 mock exams	End of Unit Assessment Mocks Exams	End of Unit Assessment  Year 10 mocks exams

<p><b>Why this?</b> <b>Why now?</b></p>	<p>It is an interesting topic, students find it fun, and it eases them into Psychology. Research Methods are introduced early so that they can develop an understanding and apply them in their learning and answers to allow more detailed AO3. The biological elements in this topic are easier to begin the course with. This structure is also supported and suggested in the textbook and OCR's specification.</p>		<p>Interesting, looks at current issues in society, links to labour market- Mental Health issues on the rise and so this will affect jobs prospects. Taught at a time when students can have a mature perspective and attitude towards MHI,</p> <p>Quite a difficult topic in terms of biological content and therefore the students will have longer to revise via retrieval practice embedded in lesson and homework</p>	<p>Looking at brain development, can link to careers, learning disabilities- all important/useful knowledge. It involves complex biological elements with knowledge and skills linking to A Level so best studied towards the end of the course.</p>	<p>Research methods is a core topics that is intertwined within other topics as we deliver the content throughout the year. Knowledge of research methods can assist students with their evaluation of core studies.</p> <p>At this point In the year students will have enough knowledge to start applying to both paper 1 and paper 2 RM section of the paper whereby they must use their application and creativity skills to both design a study and a novel source.</p>	
<p><b>Skills &amp; Characteristics</b></p>	<p>AO1/AO2/AO3 Debate Wider Application</p>	<p>Critical Thinking Resilience Retention Resourcefulness Writing skills</p>	<p>Empathy Communication Application</p>	<p>Analysis Comparison Creativity</p>	<p>Understanding- learning disabilities Wider application Adaptation/flexibility</p>	<p>AO1/AO2/AO3 Critical Thinking Retention Resourcefulness Writing skills</p>

<b>Aspirations &amp; Careers</b>	<ul style="list-style-type: none"> <li>• Forensic Psychologist/Scientist</li> <li>• Forensic anthropologist</li> <li>• Police force</li> <li>• Law/legal sector</li> <li>• Offender rehabilitation caseworker</li> <li>• Prison officer</li> <li>• Prison counsellor</li> <li>• Lecturer in Forensic Psychology</li> <li>• Teacher in Psychology/Criminology</li> </ul>	<ul style="list-style-type: none"> <li>• Counsellor</li> <li>• Psychiatrist</li> <li>• Mental health nurse</li> <li>• General practitioner (GP)</li> <li>• Social care worker</li> <li>• Outreach worker</li> <li>• Charity mental health worker</li> <li>• School nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Early years teaching</li> <li>• Teaching (all years)</li> <li>• Educational psychologist</li> <li>• Social care worker</li> <li>• Children's nurse</li> <li>• Outreach worker</li> <li>• Child neurologist (pediatric neurologist)</li> </ul>	<ul style="list-style-type: none"> <li>• Research graduate</li> <li>• Logistics</li> <li>• Neuropsychologist</li> <li>• lecturer</li> </ul>
<b>End points</b>	<p><b>Basic</b></p> <p>Pupils can define core theories, understand core elements of research and understand the definitions of different types of research methods Pupils use some specialist key terms linking to core theories, core studies and research methods to show their understanding</p> <p>Pupils can use written and spoken language that explains and informs their use of diagrams.</p> <p>Pupils can use foundation level maths skills such as averages and drawing bar charts, scattergrams etc.</p> <p>In extended writing pupils can clearly write AO1 points with some rudimentary attempts at AO3.</p> <p><u>Criminal Psychology</u> Explain the key components of</p>	<p><b>Clear</b></p> <p>Pupils can make links between core theories to others (cross-unit), similarly with core elements of research. They can explain some similarities and differences with clarity</p> <p>Pupils use developing specialist key terms linking to core theories, core studies and research methods to show their understanding.</p> <p>Pupils can adapt written and spoken language that explains and informs their use of diagrams.</p> <p>Pupils can use some higher level maths skills such as histograms and distributions etc.</p> <p>In extended writing pupils can clearly write both AO1 and AO3 points with good yet inconsistent elaboration at AO3.</p> <p><u>Criminal Psychology</u> Students are able to clearly use key specialist terms (including specific</p>	<p><b>Detailed</b></p> <p>Pupils can make explicit links between core theories to others cross-unit, similarly with core elements of research. They can explain similarities and differences with clarity, and use issues and debates key terms to help with this.</p> <p>Pupils use a wide range of specialist key terms linking to core theories, core studies and research methods to show their understanding and are able to justify their research method choice via evaluation.</p> <p>Pupils can adapt written and spoken language that explains and informs their use of diagrams.</p> <p>Pupils can use higher level maths skills such as histograms and distributions etc with ease.</p> <p>In extended writing pupils can clearly write both AO1 and AO3 points with good consistent elaboration at AO3.</p> <p><u>Criminal Psychology</u> Discuss and compare core theories (SLT and Eysenck's theory) and core studies (Cooper &amp; Mackie and</p>	

	<p>theories (assumptions) and research (aim and findings).</p> <p><u>Psychological problems</u> Recall the different symptoms of schizophrenia (Hallucinations, delusions, speech disorganisation, catatonic behaviour and avolition) and depression (weight loss/gain, loss of libido, reduced mood, loss of interest) Recall the key components of theories (Name of theory, non-specialist terms linked, what psychological construct it is linked to) Recall the key components of studies (aim, sample, materials and conclusions).</p> <p><u>Development</u> Identify and describe the key stages of development and explain the key components of theories and research.</p> <p><u>Research methods</u> Identify and describe how psychological research is conducted including research design, methods and sampling. To be able to read results from raw research data .</p>	<p>biological terms) from core theories (SLT and Eysenck's theory) and studies (Cooper &amp; Mackie and Heaven) , and apply some evaluation to them. This includes ACRE of core theories and APFC of core studies.</p> <p><u>Psychological problems</u> Apply knowledge of schizophrenia and depression to wider society by looking at the prevalence and treatment. Apply the use key specialist terms from core theories and studies Evaluate core studies and core theories with main focus on criticisms and evaluation methodology (i.e. sample, materials etc).</p> <p><u>Development</u> Students are able to clearly use key specialist terms from core theories (Piaget's theory of development and Growth mindset) and studies (Piaget and Blackwell et al), and apply some evaluation to them. This includes ACRE of core theories and APFC of core studies.</p> <p><u>Research methods</u> Evaluate methods of Psychological research including research design, methods and sampling. To be able to read results from raw research data and make conclusions</p>	<p>Heaven) effectively, using key issues and debates for elaboration</p> <p><u>Psychological problems</u> Discuss and compare core theories and core studies effectively, using key issues and debates to apply to wider society and to assist with elaboration. Construct detailed arguments using specialist key terms, evaluation and issues and debates to effectively come to a clear conclusion in extended writing</p> <p><u>Development</u> Discuss and compare core theories (Piaget's theory of development and Growth mindset) and core studies (Piaget and Blackwell et al) effectively, using key issues and debates for elaboration. Understand the practical application from core theories to society.</p> <p><u>Research methods</u> Justify the use of Psychological research including research design, methods and sampling. To be able to read results from raw research data and make conclusions.</p>
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