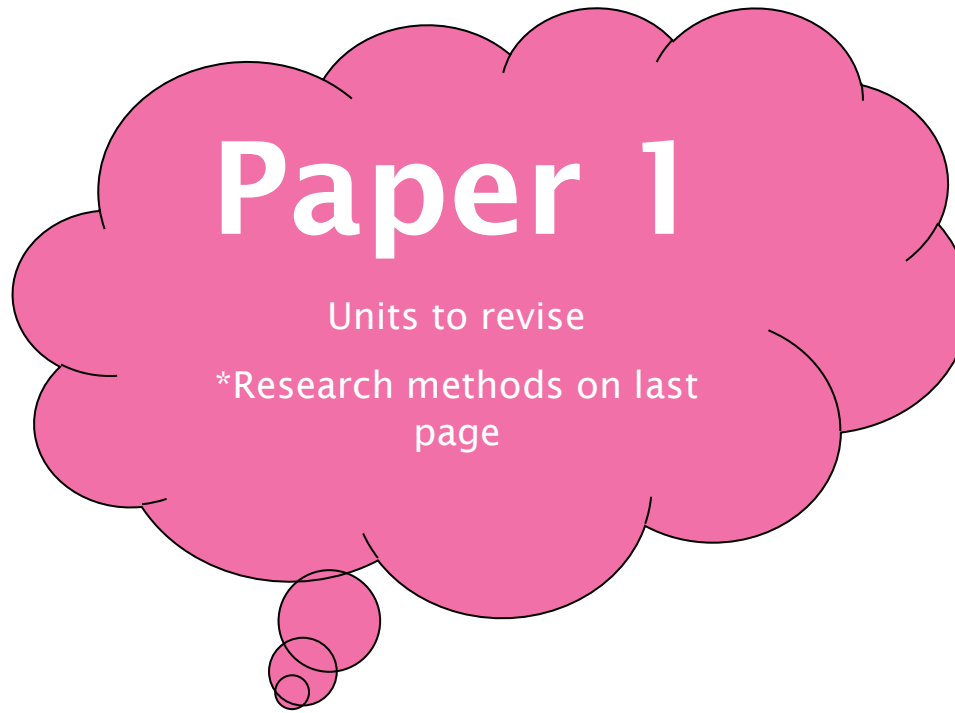
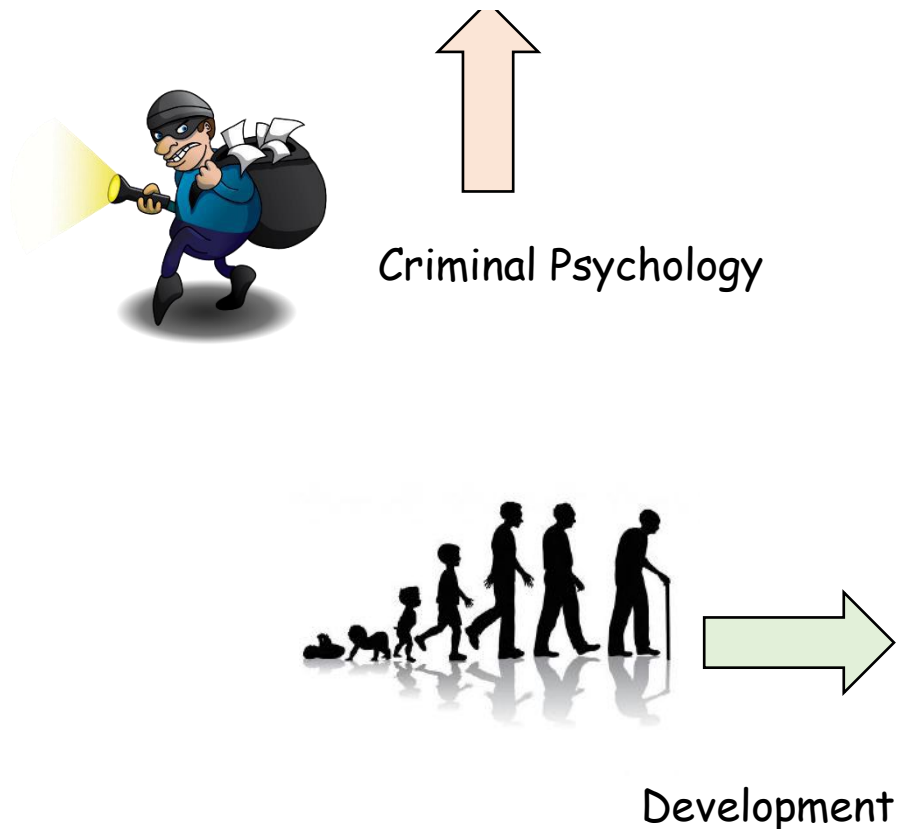


Criminal Psychology	Content
Key Concepts	<ul style="list-style-type: none"> Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour How crime is measured: official statistics and self-report.
Theories/Explanations of why criminal/anti-social behaviour occurs	<ul style="list-style-type: none"> The Social Learning Theory of Criminality: <ul style="list-style-type: none"> identification with role models the role of observation and imitation the process of vicarious reinforcement the role of direct reinforcement and internalisation criticisms of the theory including the nature/nurture debate.
The Social Learning Theory	<p>Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.</p>
Eysenck's Criminal Personality Theory	<ul style="list-style-type: none"> Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967) extraversion; neuroticism; and psychoticism; in relation to criminal behaviour <u>how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality</u> <u>how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism</u> <u>the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion</u> <u>the role of the autonomic nervous and the limbic system in neuroticism</u> the role of early socialisation and difficulties in conditioning children criticisms of the theory including the issue of individual differences. <p>Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.</p>
Application	<ul style="list-style-type: none"> The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour; including restorative justice; and the use of positive role models The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons; community sentences; and fines.
The changing nature of punishment	



Psychological Problems	Content
Key Concepts	<ul style="list-style-type: none"> An introduction to mental health: <ul style="list-style-type: none"> ways of defining mental health, including the mental health continuum the current prevalence of mental health problems, including current statistics and differences between age; gender; and sexual orientation 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: <ul style="list-style-type: none"> the effects of stigma on individuals before and after diagnosis the effects of discrimination on individuals before and after diagnosis the effects of significant mental health problems on the wider society, including care in the community.
Theories/Explanations	<p>Schizophrenia</p> <ul style="list-style-type: none"> The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)¹ Key statistics of schizophrenia including reference to prevalence; age; sex; ethnicity; and recovery rates
Biological Explanation of Schizophrenia	<ul style="list-style-type: none"> The biological theory of schizophrenia: <ul style="list-style-type: none"> <u>the dopamine hypothesis – the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system causing high dopamine levels in the brain</u> <u>how the structure and functions of the brain relates to cognitions and behaviour; brain dysfunction in relation to brain volume and brain activity – the roles of the frontal lobes; hippocampus; and temporal lobes; and the impact of neurological damage in schizophrenia</u> criticisms of this theory including the nature/nurture debate. The psychological theory - the social drift theory of schizophrenia: <ul style="list-style-type: none"> rejection by society disengagement of individuals criticisms of this theory including problems establishing cause and effect. <p>Schizophrenia Research Study – <u>the role of monoamines on cerebral function during specific prefrontal cognitive activation – Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.</u></p>
Psychological Explanation of Schizophrenia	
Theories/Explanations	<p>Clinical Depression</p> <ul style="list-style-type: none"> The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)² Key statistics of clinical depression including reference to prevalence; age; sex; ethnicity; and recovery rates
Biological Explanation of Clinical Depression	<ul style="list-style-type: none"> The biological theory – the social rank theory of clinical depression: <ul style="list-style-type: none"> the evolutionary function of depression the role of a lower rank in reducing conflict criticisms of the theory including the reductionism/holism debate.
Psychological Explanation of Clinical Depression	<ul style="list-style-type: none"> The psychological theory - the ABC Model of clinical depression: <ul style="list-style-type: none"> rational versus irrational beliefs the roles of activating events, beliefs and consequences criticisms of the theory including the freewill/determinism debate. <p>Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing?</p>
Application	<ul style="list-style-type: none"> The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression and <u>how they improve mental health through changing the actions of the brain and interactions between neurons and synapses</u> The use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health <u>The development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques.</u>
The development of treatments	

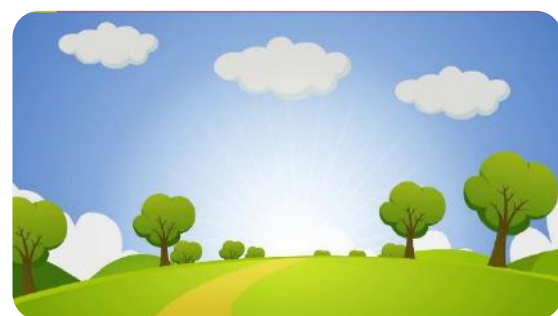
Development	Content
Key Concepts	<ul style="list-style-type: none"> Stages of development; pre-natal; childhood; adolescence; and adulthood <u>The development of brain structures and functions; the nervous system; neurons; synapses; and their interaction in development of the brain</u> IQ tests as a measure of intelligence.
Theories/Explanations	<ul style="list-style-type: none"> Piaget's Theory of Cognitive Development: <ul style="list-style-type: none"> The four invariant stages of development: sensori-motor; pre-operational; concrete-operational; formal operational the concepts of object permanence; animism; and egocentrism the processes of decentration; reversibility; and conservation criticisms of the theory including the reductionism/holism debate. <p>Cognitive Development Research Study – Piaget (1952): Study into the conservation of number.</p>
The Role of Learning on Development – Dweck's Mindset Theory Willingham's Learning Theory	<ul style="list-style-type: none"> Learning theories of development: <ul style="list-style-type: none"> Dweck's ideas on fixed and growth mindsets Dweck's ideas on praise for effort Willingham's ideas on the myth of learning styles Willingham's ideas on the importance of meaning for learning criticisms of learning theories including the nature/nurture debate. <p>Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindsets.</p>
Application	<ul style="list-style-type: none"> How Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence How learning theories apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles.
The changing role of education	



Criminal Psychology

Development

<u>Planning Research</u>	Learners should have knowledge and understanding of the following features of planning research and their associated strengths and weaknesses, including reliability and validity.
Hypotheses	<ul style="list-style-type: none"> • Null and alternative hypotheses • Hypotheses to predict differences, correlations, or no patterns.
Variables	<ul style="list-style-type: none"> • Independent variables and how they can be manipulated • Dependent variables and how they can be measured • Co-variables and how they can be measured • Extraneous variables and how they can be controlled, including the use of standardisation.
Experimental Designs	<ul style="list-style-type: none"> • Repeated measures design • Independent measures design.
Populations and Sampling	<ul style="list-style-type: none"> • Target populations, sampling and sample size with reference to representativeness and generalisability • Sampling methods; random, opportunity, self-selected • Principles of sampling as applied to scientific data.
Ethical Guidelines	<ul style="list-style-type: none"> • Ethical issues: <ul style="list-style-type: none"> ◦ lack of informed consent ◦ protection of participants / psychological harm ◦ deception. • Ways of dealing with ethical issues: <ul style="list-style-type: none"> ◦ use of debriefing ◦ right to withdraw ◦ confidentiality. • The British Psychological Society's Code of Ethics and Conduct.
<u>Doing Research</u>	Learners should have knowledge and understanding of the following features of doing research and their associated strengths and weaknesses including reliability and validity and the type of research objectives for which they are most suitable.
Experiments	<ul style="list-style-type: none"> • Laboratory • Field • Natural.
Interviews	<ul style="list-style-type: none"> • Structured • Unstructured.
Questionnaires (Surveys)	<ul style="list-style-type: none"> • Open questions • Closed questions • Rating scales.
Observations	<ul style="list-style-type: none"> • Naturalistic • Controlled • Overt • Covert • Participant • Non-participant.
Case Studies	<ul style="list-style-type: none"> • Use of qualitative data • Use of small samples.
Correlations	<ul style="list-style-type: none"> • Use of quantitative data • Positive, negative and zero correlations.



Research methods
(Assessed in both papers)

<u>Analysing Research</u>	Learners should be able to demonstrate knowledge and understanding of the process and procedures involved in the collection, construction, interpretation, analysis and representation of data. This will necessitate the ability to perform some calculations.
Types of Data	<ul style="list-style-type: none"> • Quantitative data • Qualitative data • Primary data • Secondary data • Strengths of each type of data.
Descriptive Statistics	<ul style="list-style-type: none"> • Measures of Central Tendency: <ul style="list-style-type: none"> ◦ Mode (including modal class) ◦ median ◦ mean. • Range • Ratios • Percentages • Fractions • Expressions in decimal and standard form • Decimal places and significant figures • Normal distributions • Estimations from data collected.
Tables, Charts and Graphs	<ul style="list-style-type: none"> • Frequency tables (tally chart) • Bar charts • Pie charts • Histograms • Line graphs • Scatter diagrams.
Reliability and Validity	<ul style="list-style-type: none"> • Reliability: <ul style="list-style-type: none"> ◦ internal ◦ external ◦ inter-rater. • Validity: <ul style="list-style-type: none"> ◦ ecological ◦ population ◦ construct. • Demand characteristics • Observer effect • Social desirability.
Sources of bias	<ul style="list-style-type: none"> • Gender bias • Cultural bias • Age bias • Experimenter bias • Observer bias • Bias in questioning.

