



“The happiness of your life depends upon the quality of your thoughts.”

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><b>5.1 Social influence</b></p> <p>5.1.1 Know the terms.</p> <p>5.1.2 Understand factors affecting bystander intervention.</p> <p>5.1.3 Understand conformity to majority influence and factors affecting conformity to majority influence.</p> <p>5.1.4 Understand obedience to authority and factors affecting obedience to authority figures.</p> <p>5.1.5 Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour.</p> <p>5.1.6 Understand possible ways to prevent blind obedience to authority figures.</p> <p>5.2 Studies Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of:</p> <p>5.2.1 Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon?</p> <p>5.2.2 Haney, Banks, and Zimbardo (1973)</p> <p>5.3 Issues and debates 5.3.1 Understand social and cultural issues in psychology</p>	<p><b>6.1 Criminal Psychology</b></p> <p>6.1.1 Understand learning theories as an explanation of criminality, including strengths and weaknesses of each theory.</p> <p>6.1.2 Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory.</p> <p>6.1.3 Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment.</p> <p>6.1.4 Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: a. token economy programmes b. anger-management programmes.</p> <p>6.2 Studies Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>6.2.1 Bandura, Ross and Ross (1961)</p> <p>6.2.2 Charlton et al (2000)</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><b>9.1 Sleep and Dreaming</b></p> <p>9.1.1 Understand the functions, features and benefits of sleep, including:</p> <p>a. the four sleep stages</p> <p>b. REM</p> <p>c. the sleep cycle</p> <p>9.1.2 Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation:</p> <p>Bodily rhythms, to include</p> <p>(i) circadian rhythms</p> <p>(ii) ultradian rhythms</p> <p>hormones, to include</p> <p>(i) pineal gland</p> <p>(ii) melatonin</p> <p>zeitgebers, to include</p> <p>(i) light</p> <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>9.2.2 Siffre (1975) Six months alone in a cave</p> <p>9.1.3 Understand symptoms and explanations of sleep disorders, including:</p> <p>a. insomnia</p> <p>b. narcolepsy</p>	<p><b>9.1 Sleep and Dreaming</b></p> <p>9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory:</p> <p>a. manifest content</p> <p>b. latent content</p> <p>c. dreamwork</p> <p>9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy</p> <p>9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory:</p> <p>a. manifest content</p> <p>b. latent content</p> <p>c. dreamwork</p> <p>9.1.5 Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory:</p> <p>a. random activation</p> <p>b. sensory blockade</p> <p>c. movement inhibition</p> <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>9.2.1 Freud (1909) Little Hans, analysis of a phobia in a five-year-old boy</p>
	Summer 1	Summer 2
Focus/ Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS