## Unit 3 – The study of behaviours

## Addictive behaviours

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the characteristics of addictive behaviours  *(What are the distinguishing features or attributes of a person with this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a biological explanation of addictive behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of addictive behaviour.)* |  |  |  |  |  |
| Evaluation of a biological explanation of addictive behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second biological explanation of addictive behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of addictive behaviour.)* |  |  |  |  |  |
| Evaluation of a second biological explanation of addictive behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the biological explanation to methods of modifying addictive behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of an individual differences explanation of addictive behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of an individual differences explanation of addictive behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second individual differences explanation of addictive behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of a second individual differences explanation of addictive behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the individual differences explanation to methods of modifying addictive behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of a social psychological explanation of addictive behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.)* |  |  |  |  |  |
| Evaluation of a social psychological explanation of addictive behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second social psychological explanation of addictive behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.* |  |  |  |  |  |
| Evaluation of a second social psychological explanation of addictive behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the social psychological explanation to methods of modifying addictive behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of agonist and antagonist substitution as a method of modifying addictive behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of agonist and antagonist substitution as a method of modifying addictive behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of agonist and antagonist substitution as a method of modifying addictive behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of agonist and antagonist substitution as a method of modifying addictive behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of aversion therapy as a method of modifying addictive behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| Knowledge and understanding of aversion therapy as a method of modifying addictive behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of aversion therapy as a method of modifying addictive behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of aversion therapy as a method of modifying addictive behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of aversion therapy as a method of modifying addictive behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of aversion therapy as a method of modifying addictive behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |

## Unit 3 – The study of behaviours

## Autistic spectrum behaviours

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the characteristics of autistic spectrum behaviours  *(What are the distinguishing features or attributes of a person with this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a biological explanation of autistic spectrum behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of autistic spectrum behaviour.)* |  |  |  |  |  |
| Evaluation of a biological explanation of autistic spectrum behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second biological explanation of autistic spectrum behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of autistic spectrum behaviour.)* |  |  |  |  |  |
| Evaluation of a second biological explanation of autistic spectrum behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the biological explanation to methods of modifying autistic spectrum behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of an individual differences explanation of autistic spectrum behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of an individual differences explanation of autistic spectrum behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second individual differences explanation of autistic spectrum behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of a second individual differences explanation of autistic spectrum behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the individual differences explanation to methods of modifying autistic spectrum behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of a social psychological explanation of autistic spectrum behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.)* |  |  |  |  |  |
| Evaluation of a social psychological explanation of autistic spectrum behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second social psychological explanation of autistic spectrum behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.* |  |  |  |  |  |
| Evaluation of a second social psychological explanation of autistic spectrum behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the social psychological explanation to methods of modifying a behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of Picture Exchange Communication  System (PECS) as a method of modifying autistic spectrum behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of Picture Exchange Communication  System (PECS) as a method of modifying autistic spectrum behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of Picture Exchange Communication  System (PECS) as a method of modifying autistic spectrum behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of Picture Exchange Communication  System (PECS) as a method of modifying autistic spectrum behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of Picture Exchange Communication  System (PECS) as a method of modifying autistic spectrum behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| Knowledge and understanding of Relationship Development  Intervention as a method of modifying autistic spectrum behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of Relationship Development  Intervention as a method of modifying autistic spectrum behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of Relationship Development  Intervention as a method of modifying autistic spectrum behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of Relationship Development  Intervention as a method of modifying autistic spectrum behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of Relationship Development  Intervention as a method of modifying autistic spectrum behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |

## Unit 3 – The study of behaviours

## Bullying behaviours

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the characteristics of bullying behaviours  *(What are the distinguishing features or attributes of a person with this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a biological explanation of bullying behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of bullying behaviour.)* |  |  |  |  |  |
| Evaluation of a biological explanation of bullying behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second biological explanation of bullying behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of bullying behaviour.)* |  |  |  |  |  |
| Evaluation of a second biological explanation of bullying behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the biological explanation to methods of modifying bullying behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of an individual differences explanation of bullying behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of an individual differences explanation of bullying behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second individual differences explanation of bullying behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of a second individual differences explanation of bullying behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the individual differences explanation to methods of modifying bullying behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of a social psychological explanation of bullying behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.)* |  |  |  |  |  |
| Evaluation of a social psychological explanation of bullying behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second social psychological explanation of bullying behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.* |  |  |  |  |  |
| Evaluation of a second social psychological explanation of bullying behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the social psychological explanation to methods of modifying a behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of Creating A Peaceful School Learning Environment (CAPSLE)  as a method of modifying bullying behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of Creating A Peaceful School Learning Environment (CAPSLE)  as a method of modifying bullying behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of Creating A Peaceful School Learning Environment (CAPSLE)  as a method of modifying bullying behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of Creating A Peaceful School Learning Environment (CAPSLE)  as a method of modifying bullying behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of Creating A Peaceful School Learning Environment (CAPSLE)  as a method of modifying bullying behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| Knowledge and understanding of Olweus Bullying Prevention  Programme as a method of modifying bullying behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of Olweus Bullying Prevention Programme as a method of modifying bullying behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of Olweus Bullying Prevention  Programme as a method of modifying bullying behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of Olweus Bullying Prevention  Programme as a method of modifying bullying behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of Olweus Bullying Prevention  Programme as a method of modifying bullying behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |

## Unit 3 – The study of behaviours

## Criminal behaviours

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the characteristics of criminal behaviours  *(What are the distinguishing features or attributes of a person with this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a biological explanation of criminal behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of criminal behaviour.)* |  |  |  |  |  |
| Evaluation of a biological explanation of criminal behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second biological explanation of criminal behaviour (………………………………………….)  (*An explanation that looks at the biological underpinnings of criminal behaviour.)* |  |  |  |  |  |
| Evaluation of a second biological explanation of criminal behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the biological explanation to methods of modifying criminal behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of an individual differences explanation of criminal behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of an individual differences explanation of criminal behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second individual differences explanation of criminal behaviour (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of a second individual differences explanation of criminal behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the individual differences explanation to methods of modifying criminal behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of a social psychological explanation of criminal behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.)* |  |  |  |  |  |
| Evaluation of a social psychological explanation of criminal behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second social psychological explanation of criminal behaviour (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.* |  |  |  |  |  |
| Evaluation of a second social psychological explanation of criminal behaviour (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the social psychological explanation to methods of modifying a behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of antipsychotic drugs as a method of modifying criminal behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of antipsychotic drugs as a method of modifying criminal behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of antipsychotic drugs as a method of modifying criminal behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of antipsychotic drugs as a method of modifying criminal behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of antipsychotic drugs as a method of modifying criminal behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| Knowledge and understanding of restorative justice as a method of modifying criminal behaviour  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of restorative justice as a method of modifying criminal behaviour  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of restorative justice as a method of modifying criminal behaviour  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of restorative justice as a method of modifying criminal behaviour  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of restorative justice as a method of modifying criminal behaviour  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |

## Unit 3 – The study of behaviours

## Schizophrenia

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the characteristics of schizophrenia  *(What are the distinguishing features or attributes of a person with this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a biological explanation of schizophrenia (………………………………………….)  (*An explanation that looks at the biological underpinnings of* *schizophrenia.)* |  |  |  |  |  |
| Evaluation of a biological explanation of schizophrenia (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second biological explanation of schizophrenia (………………………………………….)  (*An explanation that looks at the biological underpinnings of* *schizophrenia.)* |  |  |  |  |  |
| Evaluation of a second biological explanation of schizophrenia (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the biological explanation to methods of modifying schizophrenia  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of an individual differences explanation of schizophrenia (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of an individual differences explanation of schizophrenia (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second individual differences explanation of schizophrenia (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of a second individual differences explanation of schizophrenia r(………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the individual differences explanation to methods of modifying schizophrenia  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of a social psychological explanation of schizophrenia (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.)* |  |  |  |  |  |
| Evaluation of a social psychological explanation of schizophrenia (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second social psychological explanation of schizophrenia (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.* |  |  |  |  |  |
| Evaluation of a second social psychological explanation of schizophrenia (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the social psychological explanation to methods of modifying a behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of antipsychotic drugs as a method of modifying schizophrenia  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of antipsychotic drugs as a method of modifying schizophrenia  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of antipsychotic drugs as a method of modifying schizophrenia  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of antipsychotic drugs as a method of modifying schizophrenia  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of antipsychotic drugs as a method of modifying schizophrenia  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| Knowledge and understanding of cognitive behavioral therapy as a method of modifying schizophrenia  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of cognitive behavioral therapy as a method of modifying schizophrenia  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of cognitive behavioral therapy as a method of modifying schizophrenia  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of cognitive behavioral therapy as a method of modifying schizophrenia  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of cognitive behavioral therapy as a method of modifying schizophrenia  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |

## Unit 3 – The study of behaviours

## Stress

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| --- | --- | --- | --- | --- | --- |
| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Knowledge and understanding of the characteristics of stress  *(What are the distinguishing features or attributes of a person with this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a biological explanation of stress (………………………………………….)  (*An explanation that looks at the biological underpinnings of* *stress.)* |  |  |  |  |  |
| Evaluation of a biological explanation of stress (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second biological explanation of stress (………………………………………….)  (*An explanation that looks at the biological underpinnings of* *stress.)* |  |  |  |  |  |
| Evaluation of a second biological explanation of stress (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the biological explanation to methods of modifying stress  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of an individual differences explanation of stress (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of an individual differences explanation of stress (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second individual differences explanation of stress (………………………………………….)  (*An explanation that looks at the difference in behaviour between individuals.)* |  |  |  |  |  |
| Evaluation of a second individual differences explanation of stress (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the individual differences explanation to methods of modifying stress  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of a social psychological explanation of stress (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.)* |  |  |  |  |  |
| Evaluation of a social psychological explanation of stress (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Knowledge and understanding of a second social psychological explanation of stress (………………………………………….)  (*An explanation that looks at the nature and causes of individual behaviour in social situations.* |  |  |  |  |  |
| Evaluation of a second social psychological explanation of stress (………………………………………….)  *(Consider the explanation in order to make a judgment about it, for example about how well does it explain this behaviour?)* |  |  |  |  |  |
| Application of the social psychological explanation to methods of modifying a behaviour  *(Consider how this explanation would explain the rationale behind the method of modifying.)* |  |  |  |  |  |
| Knowledge and understanding of beta blockers as a method of modifying stress  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of beta blockers as a method of modifying stress  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of beta blockers as a method of modifying stress  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of beta blockers as a method of modifying stress  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of beta blockers as a method of modifying stress  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |
| Knowledge and understanding of stress inoculation training as a method of modifying stress  *(The techniques used.)* |  |  |  |  |  |
| Evaluation of as a method of modifying stress  *(Consider the method of modifying in order to make a judgment about it.)* |  |  |  |  |  |
| Evaluation of the effectiveness of stress inoculation training as a method of modifying stress  *(Is it successful in producing a desired response from the client?)* |  |  |  |  |  |
| Evaluation of the ethical implications of stress inoculation training as a method of modifying stress  *(What ethical issues does the method of modifying raise?)* |  |  |  |  |  |
| Evaluation of the social implications of stress inoculation training as a method of modifying stress  *(How this method of modifying could or has impacted on society in a visible or useful way.)* |  |  |  |  |  |

## Unit 3 – Controversies

## Cultural bias

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Understand the issue and why it’s controversial  *(What is the main issue of the controversy? Why is this controversial?)* |  |  |  |  |  |
| Cross cultural studies  *(Examples of studies that have purposefully considered a sample from a variety of cultures, either as part of their independent variable or as a way of ensuring higher population validity.)* |  |  |  |  |  |
| Difference or bias  *(There are studies which provide findings that the performance of different cultures vary between each other. What must be considered is whether the research is demonstrating a bias or whether there is a genuine difference.)* |  |  |  |  |  |
| Ethnocentrism  *(Understanding the tendency for psychologists to use their own culture as the standard by which to judge and evaluate other cultures. In other words, taking an ethnocentric point of view means using their understanding of their own culture to gauge what is "normal". This ultimately leads to biases and a*  *tendency to view cultural differences as abnormal or in a negative light. It can*  *also make it difficult to see how your own cultural background influences your*  *behaviours.)* |  |  |  |  |  |
| Historical and social context  *(It must be recognised that culture is not only a geographical concept but also a*  *change of time ('the past is a foreign country'), and therefore even within the*  *same demographics there would be changes over time.)* |  |  |  |  |  |
| Make judgements and come to conclusions about the controversy from a psychological perspective.  *(Critically consider the psychological evidence you have for the controversy. Draw a conclusion about the controversy based on the evidence you have presented.)* |  |  |  |  |  |

## Unit 3 – Controversies

## Ethical costs of conducting research

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Understand the issue and why it’s controversial  *(What is the main issue of the controversy? Why is this controversial?)* |  |  |  |  |  |
| Benefits to society  (This is about offsetting the balance against the potential costs (almost a cost-benefit analysis) to determine if benefits outweigh the ethical costs which can then be excused. Bateson's cube is an example of where this can be seen.) |  |  |  |  |  |
| Individual participants  *(Should the welfare of individuals be worthy of greater consideration than the*  *potential benefits to wider society?)* |  |  |  |  |  |
| Potentially negative consequences for society  *(There could be instances whereby not carrying out the work could result in*  *negative outcomes for society. By exploring the difficult/sensitive areas of*  *behaviour, there is an opportunity for significant improvements to society*  *(e.g. the use of the forbidden experiment in determining the influences of nature*  *and nurture).)* |  |  |  |  |  |
| Use of ethical guidelines  *(It is of course logical to consider the British Psychological Society's codes, but*  *consideration could also be given to those in differing cultures to compare and contrast where applicable.)* |  |  |  |  |  |
| Make judgements and come to conclusions about the controversy from a psychological perspective.  *(Critically consider the psychological evidence you have for the controversy. Draw a conclusion about the controversy based on the evidence you have presented.)* |  |  |  |  |  |

## Unit 3 – Controversies

## Non-Human animals

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Understand the issue and why it’s controversial  *(What is the main issue of the controversy? Why is this controversial?)* |  |  |  |  |  |
| BPS Guidelines for  Psychologists Working with  Animals  *(Specific guidelines relating to animals.)* |  |  |  |  |  |
| Comparative/ethological psychology  *(Comparative psychology is sometimes assumed to emphasise cross-species*  *comparisons, including those between humans and animals. However, it should*  *be recognised that direct comparisons should not be the sole focus of comparative psychology, and that intense focus on a single organism to*  *understand its behaviour is just as desirable; if not more so.)* |  |  |  |  |  |
| Use as a therapeutic device  *(Animal Assisted Therapy (AAT) is a method of treatment and rehabilitation*  *whereby the animal becomes a 'behavioural facilitator' causing positive*  *modifications in the behaviour and health of the patient.)* |  |  |  |  |  |
| Speciesism  *(The idea that being human is a good enough reason for human animals to have greater moral rights than non-human animals. Speciesism is often condemned as the same sort of bigotry as racism or sexism.)* |  |  |  |  |  |
| Make judgements and come to conclusions about the controversy from a psychological perspective.  *(Critically consider the psychological evidence you have for the controversy. Draw a conclusion about the controversy based on the evidence you have presented.)* |  |  |  |  |  |

## Unit 3 – Controversies

## Scientific status

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Understand the issue and why it’s controversial  *(What is the main issue of the controversy? Why is this controversial?)* |  |  |  |  |  |
| Benefits of being a science  *(Why having the characteristics of a science (e.g. control, reliability) improves*  *the carrying out of research in psychology, as well as ensuring more*  *beneficial, ethical and valid findings.)* |  |  |  |  |  |
| Changing nature of 'science'  *(As well as the nature of psychology changing over time, there needs to be a*  *consideration of how the general understanding of what constitutes 'science' has changed.)* |  |  |  |  |  |
| Costs of being a science  *(Due to the many philosophical aspects of psychology, there could be areas*  *where the characteristics of science could detract from the overall meaning.*  *Gestalt principles apply here of the whole being greater than, and different*  *from, the sum of the parts.)* |  |  |  |  |  |
| Methodologies used by the various approaches  *(Should the psychodynamic approach rely solely on case studies, or can*  *modern brain scanning techniques provide opportunities for further*  *investigation into the assumptions of this approach?)* |  |  |  |  |  |
| Make judgements and come to conclusions about the controversy from a psychological perspective.  *(Critically consider the psychological evidence you have for the controversy. Draw a conclusion about the controversy based on the evidence you have presented.)* |  |  |  |  |  |

## Unit 3 – Controversies

## Sexism

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| **Content** | **Covered in class** | **Not sure** | **Getting there** | **Got it 😊** | **Links to** |
| Understand the issue and why it’s controversial  *(What is the main issue of the controversy? Why is this controversial?)* |  |  |  |  |  |
| Gender difference or bias  *(There are studies which provide findings that the performances of different genders vary between each other. What must be considered is whether the research is demonstrating a bias, or whether there is a genuine difference due to the differing biological structures.)* |  |  |  |  |  |
| Heterosexism  *(Awareness of lesbian, gay, bisexual and transgender groups within psychological associations. Should their issues be set aside from mainstream psychology, or can these help with understanding human behaviour in general?)* |  |  |  |  |  |
| Historical and Social context  *(Whilst recognising the difference in the inclusion of women and men is a starting point, there also needs to be an overview of the period and an appreciation that the choices made were pertinent to the study and not simply an oversight of underlying sexism.)* |  |  |  |  |  |
| The 'invisibility' of women in  Psychology  *(In the study of psychology, the focus has been on the works of men rather*  *than women. There is also a concern that the participants used are*  *primarily men, unless the research is investigating an aspect specific to*  *women (e.g. pregnancy).*  *Do women also tend to focus on 'lighter' aspects of the work rather than*  *the truly important questions?)* |  |  |  |  |  |
| Make judgements and come to conclusions about the controversy from a psychological perspective.  *(Critically consider the psychological evidence you have for the controversy. Draw a conclusion about the controversy based on the evidence you have presented.)* |  |  |  |  |  |