



This half term: Skills, Knowledge and Understanding to be developed:



- **Skills (students WILL BE ABLE to by the end of the Learning Programme):**
Compare and contrast the biological and behaviourist approaches, evaluate the biological and behaviourist approach as a whole, evaluate and make judgements on the biological therapy (drug therapy) and the behaviourist therapy (systematic desensitisation), evaluate and make judgements about the classic research (Biological = Raine et al. & Behaviourist = Watson & Rayner.) Discuss and evaluate both sides of the behaviourist and biological contemporary debate.
- **Knowledge (students WILL KNOW by the end of the Learning Programme):**
Biological assumptions = Evolutionary influences, localisation of brain function & neurotransmitters, the main components of the biological therapy = drug therapy, classic research, – Raine, Buchsbaum, La Casse – ‘*Brain abnormalities in murderers indicated by positron emission tomography*’. Behaviourist assumptions = blank slate, behaviour learnt through conditioning, humans and animals learn in similar ways, the main components of the behaviourist therapy = systematic desensitisation, classic research Watson & Rayner (1920) ‘*Conditioned emotional reactions.*’ Ways of investigating behaviours (research methods) associated with the biological and behaviourist approaches and their respective classic studies. The key aspects of both the biological and behaviourist contemporary debate.
- **Understanding (students WILL DEMONSTRATE their understanding):** Identify and distinguish the biological and behaviourist approaches, apply the assumptions of both the approaches (biological & behaviourist) to the formation of romantic relationships, apply the assumptions (biological & behaviourist) to show how each approach is used in therapy. Apply the approach to the contemporary debate (biological & behaviourist), Identify arguments for and against the biological & behaviourist contemporary debate.


Key Terms / Words:

Biological Approach =
Evolutionary influences, natural selection, adapted, EEA, localisation of brain function, frontal lobes, parietal lobes, temporal lobes, occipital lobes, neurotransmitters, neurons, serotonin, dopamine, oxytocin parental investment theory, synaptic gap, drug therapy, antipsychotic drugs, antianxiety drugs, antidepressant drugs.

Behaviourist Approach=
Tabula rasa, nature – nurture, environmental determinism, classical conditioning, unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus, conditioned response, operant conditioning, negative & reinforcement, systematic desensitisation, counterconditioning, desensitisation hierarchy, in vivo, in vitro, symptom substitution, scientific method, deterministic.

<p>LP 1 – Week 1 Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to describe the three biological assumptions 2. Students will be able to apply the assumptions to the formation of a (romantic) relationships. 3. Students will be able to describe the main components of biological therapy (drugs) 4. Students will be able to evaluate biological therapy in terms of effectiveness and ethical considerations <p>Independent Learning Task Using class notes and information on pp.10-11 complete the exam corner questions p.11</p>		<p style="text-align: center;">Success Criteria</p> <ol style="list-style-type: none"> 1. Describe the three biological assumptions using the key words (use of SEE similar to PEE). 2. Explain using the assumptions how a romantic relationship is formed. 3. Describe the main parts / components of the biological therapy (drug therapy). Use of PEE 4. Demonstrate effective answers (incorporate key words / key points) to exam style description and evaluation questions on biological therapy (drugs). Use of three point rule to develop and build up evaluation skills. 	<p>Homework LP1 1</p> <p>APP1 Revision & Revision log (time & how – mind map / key terms cards etc.)</p>
<p>LP 1 – Week 2 Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to describe the classic research (biological) – Raine et al. 		<p style="text-align: center;">Success Criteria</p> <ol style="list-style-type: none"> 1. Describe and make judgements about the classic research (biological) in terms of methodology, procedures, 	<p>Homework LP1 2</p> <p>APP1 Revision & Revision log (time & how – mind map / key terms cards etc.)</p>

<p>2. Students will be able to evaluate the classic research (biological) – Raine et al.</p> <p>Independent Learning Task Using class notes and information on pp.12-13 complete the exam corner questions p.13</p> <p>APP1 – Exam Focus Question to assess learning and skills developed so far</p>	<p style="text-align: center;"></p> <p style="text-align: center;">Grade:</p>	<p>findings, conclusions, ethical and social implications.</p> <p>2. Demonstrate effective answers to exam style description and evaluation questions on the classic research (biological). Use of three point rule</p> <p>APP1 -Exam questions on biological assumptions and relationship formation (8 Marks) APP1</p>	
<p>LP 1 – Week 3 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to evaluate the biological approach as a whole. Students will be able to apply the approach to the contemporary debate (biological), Students will be able to identify arguments and research evidence for and against the biological contemporary debate. <p>Independent Learning Task Read, highlight and take notes using headings pp.16-19 WJEC Text</p>		<p style="text-align: center;">Success Criteria</p> <ol style="list-style-type: none"> Evaluate the biological approach including strengths and weaknesses and comparisons with other approaches. Demonstrate effective answers to exam style evaluation questions on the biological approach. Use of three point rule. Discuss and evaluate both sides of the biological contemporary debate. 	<p>Homework LP1 3</p> <p>APP2 Revision & Revision log (time & how – mind map / key terms cards etc.)</p>
<p>LP 1– Week 4 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to describe the three behaviourist assumptions Students will be able to apply the assumptions to the formation of a (romantic) relationships. <p>Independent Learning Task Read, highlight and take notes using headings pp.20-21</p> <p>APP2 – Exam Focus Question to assess learning and skills developed so far</p>	<p style="text-align: center;">APP2</p> <p style="text-align: center;"></p> <p style="text-align: center;">Grade:</p>	<p style="text-align: center;">Success Criteria</p> <ol style="list-style-type: none"> Describe the three behaviourist assumptions using the key words. Use of SEE/PEE to build up descriptive knowledge and enhance understanding. Explain using the assumptions how a romantic relationship is formed. Use of PEE <p>APP2 - Evaluation of the biological approach (8 marks) APP2</p>	<p>Homework LP1 4</p> <p>SA - Revision & Revision log (time & how – mind map / key terms cards etc.)</p>
<p>LP 1 – Week 5 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to describe the main components of behaviourist therapy (systematic desensitisation) Students will be able to evaluate Behaviourist therapy in terms of effectiveness and ethical considerations <p>Independent Learning Task Using class notes and the information on pp.50-51 answer the exam corner question p.51 (Question 1 only)</p>		<p style="text-align: center;">Success Criteria</p> <ol style="list-style-type: none"> Describe the main parts / components of the behaviourist therapy (systematic desensitisation). Use of PEE Demonstrate effective answers (incorporate key words / key points) to exam style description and evaluation questions on behaviourist therapy (systematic desensitisation). Use of three point rule 	<p>Homework LP1 5</p> <p>SA- Revision & Revision log (time & how – mind map / key terms cards etc.)</p>

<p>Students will apply and demonstrate new knowledge and skills in an end of unit exam.</p>	<p>Grade:</p> 	<p>SUMMATIVE ASSESSMENT (out of 25 marks)</p>	
<p>LP 1 – Week 6 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to describe the classic research (behaviourist) – Watson & Rayner Students will be able to evaluate the classic research (behaviourist) – Watson & Rayner. <p>Independent Learning Task Read, highlight and take notes using headings pp.56-59 WJEC text</p>		<p>Success Criteria</p> <ol style="list-style-type: none"> Describe and make judgements about the classic research (behaviourist) in terms of methodology, procedures, findings, conclusions, ethical and social implications. Demonstrate effective answers to exam style description and evaluation questions on the classic research (behaviourist). Use of three point rule (similar to PEA) to develop and build up evaluation skills and application of knowledge skills. To enable fuller more critically aware extended evaluation points. 	<p>Homework LP1 6 Seren a Chwestion Contemporary Debate Essay - Behaviourist - research and planning (20 marks)</p> <p>Research element - Use of PEE to develop skills of description, understanding and application of knowledge. Use of three point rule (similar to PEA) to develop and build up evaluation skills and application of knowledge skills. To enable fuller more critically aware extended evaluation points. Use of headings (scaffolding) to help plan and provide a structure of extended writing.</p>
<p>LP1- Week 7 Learning outcomes</p> <ol style="list-style-type: none"> Students will be able to apply the approach to the contemporary debate (behaviourist) Students will be able to identify arguments and research evidence for and against the behaviourist contemporary debate. <p>Independent Learning Task Use the information on pp.60-61 to create a detailed planned answer to the exam corner essay (question 1 only)</p>		<p>Success Criteria</p> <ol style="list-style-type: none"> Discuss and evaluate both sides of the behaviourist contemporary debate. Use of PEE & use of three point rule 	<p>Homework LP1 7 Seren a Chwestion Contemporary Debate Essay - Behaviourist – write and check (20 marks)</p> <p>Write up - Use of PEE to develop skills of description, understanding and application of knowledge. Use of three point rule (similar to PEA) to develop and build up evaluation skills and application of knowledge skills. To enable fuller more critically aware extended evaluation points.</p>
<p>LP1 – Week 8 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to evaluate the behaviourist approach as a whole. <p>Independent Learning Task Using information on pp.62-63 complete questions 1 & 2 in the exam corner box</p>		<p>Success Criteria</p> <ol style="list-style-type: none"> Evaluate the behaviourist approach including strengths and weaknesses and comparisons with other approaches. Demonstrate effective answers to exam style evaluation questions on the behaviourist approach. Use of three point rule. 	