

Holy Family Catholic School – Faculty of Science & Physiology

Psychology

HT 3

Year 11

	Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Question	Red Zone
1	To introduce Eysenck's EPQ and personality dimensions (introvert, extrovert, neurotic, psychotic).	<i>Personality, EPQ, Trait, Neuroticism, Psychoticism</i>	Nature/Nurture, Reductionism	Recall personality definitions	I can describe Eysenck's personality traits and how they are measured.	Q: According to Eysenck's theory, which statement correctly describes how personality traits are measured? A. Traits like extraversion and neuroticism are assessed through observation only B. Personality is measured using questionnaires that place individuals on dimensions such as extraversion- introversion and neuroticism-stability C. People are classified into fixed personality types without considering dimensions D. Personality is measured solely through biological tests like brain scans	Outline Eysenck's personality theory. STRETCH: Explain how Eysenck's theory could be tested for reliability.
2	To apply Eysenck's personality theory as an explanation of offending.	<i>Offending, Criminal personality</i>	Practical Applications, Reductionism	Recall EPQ traits	I can apply Eysenck's theory to criminal behaviour. I can identify supporting evidence.	Q: According to Eysenck's theory, why are individuals high in extraversion and neuroticism more likely to engage in criminal behaviour? A. They have strong conditioning to social norms and avoid risk B. They seek stimulation and have unstable emotions, making them less responsive to punishment	Explain how Eysenck's personality theory explains offending. STRETCH: Evaluate the reductionism of Eysenck's theory.

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						<p>C. They are biologically predisposed to aggression and cannot learn new behaviours</p> <p>D. They always act impulsively without any environmental influence</p>	
3	To evaluate Eysenck's personality theory as an explanation of offending.	Reliability, Validity, Personality test	Validity, Reliability	Recall research methods	I can evaluate Eysenck's theory using research evidence.	<p>Q: Which research finding provides the strongest support for Eysenck's theory of criminal personality?</p> <p>A. Studies show criminals always have low IQ scores</p> <p>B. Twin studies reveal that personality traits are entirely learned from the environment</p> <p>C. Eysenck found higher scores for extraversion, neuroticism, and psychoticism in convicted criminals compared to non criminals</p> <p>D. Research shows personality traits do not influence behaviour</p>	Evaluate Eysenck's theory as an explanation of offending. STRETCH: Compare Eysenck's and SLT explanations of crime (nature/nurture).

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4	To understand the purpose of punishment and links to recidivism rates (prison, anger management, restorative justice).	<i>Punishment, Recidivism, Rehabilitation</i>	Practical Applications, Validity	Recall token economy and behaviour management	I can describe aims of punishment and explain links to recidivism.	Which of the following best explains why rehabilitation as an aim of punishment might reduce recidivism? A) It focuses on making offenders suffer for their crimes. B) It provides offenders with skills and support to avoid reoffending. C) It ensures offenders are isolated from society permanently. D) It deters others by showing the consequences of crime.	Explain the purpose of punishment and its link to recidivism. STRETCH: Evaluate which approach (biological, behavioural, or social) best prevents reoffending.
5	To evaluate the effectiveness of punishment techniques including ethics of each approach OVER 2 LESSONS	<i>Ethics, Deterrence, Rehabilitation</i>	Validity, Practical Applications	Recall previous punishment methods	I can evaluate the ethical and practical effectiveness of punishment techniques.	Which statement best evaluates the ethical and practical effectiveness of using imprisonment as a punishment technique? A) It is always ethical because it removes offenders from society. B) It is practical because it guarantees rehabilitation for all offenders. Evaluate two methods used to manage offending behaviour.	Evaluate two methods used to manage offending behaviour. STRETCH: Discuss whether punishment is more effective than rehabilitation.

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						<p>C) It raises ethical concerns due to overcrowding and unequal impact, and its effectiveness in reducing reoffending is mixed.</p> <p>D) It is both ethically sound and practically effective because it eliminates crime permanently.</p>	
6	<p>To evaluate the effectiveness of punishment techniques including ethics of each approach.</p> <p>OVER 2 LESSONS</p>	<i>Ethics, Deterrence, Rehabilitation</i>	Validity, Practical Applications	Recall previous punishment methods	I can evaluate the ethical and practical effectiveness of punishment techniques.	<p>Which statement best evaluates both the ethical and practical effectiveness of using community service as a punishment technique?</p> <p>A) It is ethically questionable because it humiliates offenders and has no practical benefits.</p> <p>B) It is ethically sound because it benefits society, and practically effective as it can reduce reoffending by promoting responsibility.</p> <p>C) It is ethically problematic because it costs taxpayers more than imprisonment, but practical</p>	<p>Evaluate two methods used to manage offending behaviour.</p> <p>STRETCH: Discuss whether punishment is more effective than rehabilitation.</p>

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						because it guarantees deterrence. D) It is ethically neutral and practically ineffective because offenders gain nothing from it.	
7	Understand the concepts of the self and self-concept, including: Lewis (1990) a. existential self b. categorical self.	<i>Existential self,</i> <i>Categorical self,</i> <i>Self-awareness</i> <i>, Identity,</i> <i>Recognition.</i>	Nature/Nurture, Validity.	Recall definitions of personality and self from previous lessons.	<ul style="list-style-type: none"> • I can describe the existential self as awareness of one's own existence. • I can describe the categorical self as identifying oneself through labels and categories. • I can apply examples to both types of self-concept. 	Q: Which statement correctly distinguishes the existential self? <ol style="list-style-type: none"> 1. It refers to awareness of personal existence and continuity over time 2. It is based only on external labels like age or gender 3. It means identifying yourself strictly by group membership (misconception) 4. It is the belief that personality traits cannot change 	Explain Lewis' theory of existential and categorical self. STRETCH: Discuss how early childhood experiences shape the development of self-concept.
8	Understand the concepts of the self and self-concept, including: Rogers (1959)	<i>Self-image,</i> <i>Ideal self,</i> <i>Self-esteem,</i> <i>Congruence,</i> <i>Incongruence,</i> <i>Self-actualisation.</i>	Holism, Practical Applications.	Recall humanistic ideas introduced previously.	<ul style="list-style-type: none"> • I can define self-image, ideal self, and self-esteem. • I can explain congruence and incongruence. • I can describe how these concepts 	Q: What does Rogers mean by "congruence"? <ol style="list-style-type: none"> 1. The self-image matches the ideal self 2. The ideal self is unreachable for all people (misconception) 	Explain Rogers' ideas about self-concept including congruence and self-actualisation. STRETCH: Apply Rogers' concepts to a case study of someone with low self-esteem.

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	c. self-image d. self-esteem e. ideal self f. self-actualisation g. congruence h. incongruence				influence mental health.	3. A person ignores their real feelings 4. A person's self-concept is entirely shaped by genetics	
9	Understand the Humanistic Theory of Self, including strengths and weaknesses of each theory: a. humanistic explanations of the development of self-esteem b. humanistic explanations of the development of personality.	<i>Humanism, Free will, Self-esteem, Growth, Positive regard.</i>	Holism, Validity.	Recall Rogers' concepts from the previous lesson.	<ul style="list-style-type: none"> • I can outline humanistic ideas about self-esteem and personality development. • I can evaluate strengths such as focusing on free will and individual experience. • I can identify weaknesses such as limited scientific evidence. 	Q: Which is a common criticism of the humanistic explanation of self-esteem? 1. It is difficult to scientifically measure concepts like self-actualisation 2. It is fully supported by biological evidence (misconception) 3. It ignores subjective experience 4. It relies only on laboratory experiments	Evaluate humanistic explanations of self-esteem and personality. STRETCH: Discuss whether humanistic psychology is too optimistic about human nature.

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10	Understand Humanistic Psychology: Rogers (1951) c. conditional positive regard d. unconditional positive regard e. conditions of worth f. congruence g. incongruence h.	<i>Conditions of worth, Unconditional positive regard, Conditional positive regard, Congruence, Incongruence.</i>	Nurture, Holism.	Recall definitions of self-concept and self-esteem.	<ul style="list-style-type: none"> • I can define conditional and unconditional positive regard. • I can explain how conditions of worth affect self-concept. • I can apply examples of how positive regard influences development. 	Q: What are "conditions of worth"? <ol style="list-style-type: none"> 1. Expectations placed on a person to gain approval from others 2. Natural biological traits inherited from parents (misconception) 3. Behaviours that only occur in adulthood 4. Conditions that guarantee self-actualisation 	Explain conditions of worth and the role of positive regard in self-concept. STRETCH: Discuss how conditions of worth may contribute to mental health problems.
11	Understand Humanistic Psychology: Maslow's hierarchy of needs.	<i>Hierarchy, Needs, Self-actualisation, Deficiency needs, Growth needs.</i>	Holism, Practical Applications.	Recall self-actualisation from Rogers' theory.	<ul style="list-style-type: none"> • I can outline each level of Maslow's hierarchy. • I can describe the difference between deficiency and growth needs. • I can explain how unmet needs affect behaviour. 	Q: According to Maslow, why might someone struggle to reach self-actualisation? <ol style="list-style-type: none"> 1. Because lower-level needs such as safety or belonging are unmet 2. Because self-actualisation is only possible for people with high intelligence (misconception) 3. Because personality is fixed from birth 	Explain Maslow's hierarchy and how needs influence behaviour. STRETCH: Evaluate whether the hierarchy is culturally biased.

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						4. Because growth needs are less important than biological drives	
12	Understand the role of identity and free will in the development of self, including strengths and weaknesses of each theory: Erikson (1959) the eight stages of identity development.	<i>Identity crisis, Psychosocial stages, Role confusion, Autonomy, Competence.</i>	Nature/Nurture, Validity.	Recall developmental theories encountered earlier in the course.	<ul style="list-style-type: none"> • I can outline Erikson's eight stages of identity development. • I can explain how identity crises shape personality. • I can evaluate strengths and criticisms of the theory. 	Q: What does Erikson mean by an "identity crisis"? <ol style="list-style-type: none"> 1. A period of exploration that helps an individual form a stable sense of self 2. A temporary stress response unrelated to development (misconception) 3. A biological illness caused by genetics 4. A stage that only occurs in early childhood 	Explain Erikson's stages of identity development. STRETCH: Compare Erikson's view of identity to Rogers' view of the self.
13	Understand the role of identity and free will in the development of self, including strengths and weaknesses of	<i>Free will, Determinism, Agency, Responsibility, Self-control.</i>	Reductionism, Validity.	Recall humanistic ideas about free will.	<ul style="list-style-type: none"> • I can describe Baumeister's findings on belief in free will. • I can explain how belief in agency influences behaviour. • I can identify criticisms of the research. 	Q: What did Baumeister (2008) find about belief in free will? <ol style="list-style-type: none"> 1. Belief in free will increases responsible behaviour and self-control 2. Belief in free will has no measurable effect on behaviour (misconception) 	Explain Baumeister's findings on free will and behaviour. STRETCH: Evaluate whether free will can be meaningfully studied scientifically.

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	each theory: Baumeister (2008) the consequence of belief in free will.					3. Deterministic thinking makes people more prosocial 4. Free will is purely a biological process	
14	Understand the role of internal and external influences on the self and self-esteem, including: a. temperament b. experience	<i>Temperament, Environment, Experience, Self-esteem, Interactionism.</i>	Nature/Nurture, Reliability.	Recall key factors in self-concept from previous lessons.	• I can describe how temperament acts as an internal influence. • I can explain how experiences shape self-esteem. • I can evaluate the role of interaction between nature and nurture.	Q: Which statement best describes the interactionist view of self-concept? 1. Self-concept develops through a combination of temperament and experiences 2. Self-concept is determined only by biological temperament (misconception) 3. Self-concept cannot change after childhood 4. Experiences do not contribute to self-esteem	Explain internal and external influences on the self. STRETCH: Discuss why nature vs nurture is a false dichotomy in explaining identity development.
15	Understand how personality can be measured, including: a. personality	<i>Personality scale, Trait, Type theory, Reliability, Validity.</i>	Research Methods, Reliability, Validity.	Recall previous personality theories including Eysenck.	• I can describe how personality scales assess traits. • I can explain the idea of personality types. • I can evaluate the	Q: Which of the following is a limitation of personality scales? 1. They rely on self-report, which may be biased	Explain how personality is measured and evaluate the strengths and weaknesses of personality scales. STRETCH: Compare personality scales to

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	scales b. personality types				reliability and validity of personality measures.	<ol style="list-style-type: none">2. They always produce perfectly objective results (misconception)3. They can identify broad personality dimensions4. They are useful for comparing groups in research	biological measures of personality.