

Scheme of Work 2020-21

Subject: Psychology

Year Group: Year 13 (Year 2)

Specification: AQA

Each module within the course has its' own work booklet, revision guide and companion.

| Lesson No | Topic & Objectives | Big Question – What will students learn? | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary) | Planned Assessment | Homework or flipped learning resources DODDLE resources | Lit Num SMSC Codes |
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| Week 1 | <p>Assumptions and methods Key concepts, the role of unconscious, defence mechanisms, repression denial displacement Structure and dynamics of personality, psychosexual stages of development Research evidence to support and challenge psychoanalytic explanation Case study method Strengths and limitations and contribution of the psychoanalytic approach</p> | <p>the psychodynamic approach and its contribution to psychology. Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the assumptions and methods of the psychodynamic approach <input type="checkbox"/> distinguish between conscious, preconscious and unconscious <input type="checkbox"/> outline and evaluate research methods of the psychodynamic approach <p><input type="checkbox"/> use key concepts/terms appropriately to describe/explain personality structure and dynamics including the role of defence mechanisms and the psychosexual stages of development</p> <p><input type="checkbox"/> outline and evaluate research evidence to support and challenge psychoanalytic explanation</p> <p><input type="checkbox"/> evaluation of the contribution of psychodynamic approach its strengths, limitations applications, and ethical issues.</p> | <p>A1 Group work - review of approaches covered in Year 1 cognitive, behavioural, and biological. Card sort of assumptions, methods, key theories and concepts, strengths, limitations. A2 & A3 Carousel classroom with internet and text resources to complete a worksheet covering historic roots/context of theory; assumptions including role of conscious, pre conscious and unconscious; structure and dynamics of personality; ego defence mechanisms; stages of psychosexual development; the role of Freud's case studies to demonstrate theory and application eg Hans, Dora, Rat man: research evidence to evaluate Freudian concepts/processes; the contribution of psychodynamic approach. For motivated groups this might be a 2/3 lesson activity, alternatively you could mix and match teacher presentation and a series of shorter more focused time limited carousels eg concept of stages of development, oral, anal, phallic, latent and genital stages and support and challenge</p> <p>A4 Group work activities to develop understanding and application skills -</p> <ul style="list-style-type: none"> <input type="checkbox"/> analysis of scenarios depicting pleasure principle, reality principle, conscience and ideal self or creative/transformation activity from thinking ladder eg create 3 x 1 min role plays in which there is conflict between id ego and superego and id is satisfied, one where ego prevails and one where superego prevails <input type="checkbox"/> analysis of scenarios depicting examples of defence mechanisms. Or creative/transformation activity from thinking ladder <input type="checkbox"/> analysis of scenarios depicting examples of primary concerns and conflicts for the stages of psychosexual development. Or creative /transformation activity from thinking ladder. | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> | <p>Students will be provided with a work booklet. Independent learning log and revision guide</p> <p>Additional reading</p> <p>Revision for knowledge checkers</p> <p>Workbook questions</p> | <p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| <p>Week 2</p> | <p>Humanistic approach Assumptions and methods. Key concepts free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard. Roger's Person centred theory Maslow's theory of motivation and hierarchy of needs. The Influence of humanistic psychology on counselling psychology including person centred therapy. Research evidence to support and challenge humanistic approach. Strengths and limitations and contribution of the Humanistic approach.</p> | <p>Develop critical appreciation of the Humanistic approach and its contribution to psychology. Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain the assumptions and methods of the Humanistic approach including reference to individual/subjective experience, free will and the rejection of scientific approach. <input type="checkbox"/> outline and evaluate humanistic qualitative methods that focus on the subjective experience of the individual eg unstructured interviews, participant observation, analysis of eg diaries, letters. <input type="checkbox"/> explain and use key concepts/terms appropriately eg free-will, self-actualisation, congruence, conditions of worth, conditional/unconditional positive regard, personal growth. Explain Roger's person-centred theory and Maslow's theory of motivation and hierarchy of needs. <input type="checkbox"/> evaluate of the contribution of humanistic approach, its strengths, limitations applications, and ethical issues. | <p>A1 Flipped classroom - students to complete worksheet on Humanistic Approach based on Simply psychology and Psychotron materials and submit completed worksheet online. In lesson - teacher led Q&A/discussion to check student understanding. Students then review the characteristics of science from Year 1 to contrast with the humanistic approach. Discussion to encourage students to have a view about the humanistic approach's rejection of scientific principles Or "Get in line" activity. In groups of 8-10, students compare their views with others in the group and form a line across the room with the person who most strongly supports humanistic view at one end through to the person who most strongly supports scientific view. A2 Role play counselling - Psychotron activity. A3 Students work in groups to create flash cards of definitions of key concepts/terms and input them into quizlet/scatter game. Groups then try out each other's games. A4 Students create a whole class mind map depicting their knowledge and understanding of the humanistic approach on IWB this is up loaded to VLE so all have a copy. Second half of the lesson students presented with a range of exam style questions on humanistic approach. Each group is assigned one or more questions (so the questions for each group together total 20 marks) . The groups have to discuss content and prepare responses. Responses are then shared with the class, all provide feedback and group enhances the responses where necessary.</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |
| <p>Week 3</p> | <p>Introduction to issues and debates. Ideographic and nomothetic approaches to investigation. Causal explanations in psychology. Free will versus determinism. Types of determinism - hard, soft, biological, environmental, psychic.</p> | <p>Develop understanding of Ideographic and nomothetic approaches to investigation and of free will/determinism debate in psychology. Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between ideographic and nomothetic approach <input type="checkbox"/> present arguments for and against ideographic and nomothetic approach <input type="checkbox"/> explain the centrality of causal explanations and the role of determinism in science <input type="checkbox"/> explain what is meant by free will and determinism <input type="checkbox"/> distinguish between hard and soft determinism, biological, | <p>determinism. Definition of free will and soft and hard determinism. Put definitions on flip chart. Free will definition one side of the class, soft determinism mid-way and hard determinism other side of class. Get in line activity. Students to exchange views in order to put themselves in order from "free will" at one end of the line, to "hard determinist" the other end, rest of the class in order in between. Students then break into 3 groups to prepare arguments/evidence for their view. Each group presents their arguments and evidence to class. A2 Students work in groups. Provide them with situations that challenge the notion of free will. Eg A sleeping man is locked in a darkened room. On awakening he decides he will remain in the room, unaware that the room is locked. He believes he has the freedom to choose to remain in the room. Does he have free will? If we cannot be held morally responsible for our actions as they are causally determined and not a result of our own moral choice, then by implication, voluntary aid workers who</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Students provided with 2 booklets. A revision guide of issues and debates along with an assessment booklet.</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities</p> | <p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| | | <p>environmental and psychic determinism</p> <ul style="list-style-type: none"> <input type="checkbox"/> present arguments and evidence for and against free will and arguments and evidence for and against determinism. <p>locate approaches in psychology in relation to ideographic and nomothetic approach and in relation to free will v determinism debate.</p> | <p>risk their lives in war zones are not praiseworthy, Adolf Hitler is not culpable for his actions and we have no right to punish "guilty" criminals since they cannot be held accountable for their actions.</p> <p>Students discuss whether there is such a thing as free will and generate arguments for and against free will and arguments for and against determinism, moral responsibility, self-determination, value of subjective experience, cultural relativity, research evidence of bio psychology cognitive neuro science, even in other sciences determinism is challenged by chaos theory, the butterfly effect eg Dennett 2003.</p> <p>A3 Whole class activity IWB. Analysis of different approaches in psychology in terms of their views/position on free will determinism debate.</p> <p>Conclude with application exam style question in which students have to explain how 2 different approaches would explain the behaviour of the character(s) in the scenario.</p> | <p>Fortnightly Assessment</p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions.</p> | <p>that work alongside the webinars.</p> | |
| Week 4 | <p>Nature nurture debate Heredity, environment and interactionism including reference to: Heritability coefficients estimates and attempts to assess the relative contribution of nature and nurture, How nature affects nurture reactive gene-environment interaction eg Plomin1977, niche picking eg McCartney 1983. How nurture affects nature eg Ridley 2003, neural plasticity eg Turkheimer 2003 genetic contribution to IQ of poor children heritability 0.01 v genetic contribution to IQ of wealthy</p> | <p>Develop understanding of nature/nurture Debate and reductionism v holism debate in psychology Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain what is meant by nature /nativist view and nurture / empiricist view and interactionist view. <input type="checkbox"/> demonstrate understanding of heritability coefficients /estimates, how nature affects nurture, how nurture affects nature, and relative contributions of each <input type="checkbox"/> present justified arguments and for and against nature, nurture and interactionism. <input type="checkbox"/> explain what is meant by different levels of explanation, reductionism and holism. <input type="checkbox"/> distinguish between biological/physiological and environmental reductionism. <input type="checkbox"/> present justified arguments and for and against reductionism, holism and interactionism. <input type="checkbox"/> locate approaches in psychology in relation to nature nurture and reductionism v holism | <p>Students to review 1st year work on genetic basis of behaviour and the role of twin / family studies and view video material. Then to complete concept test and submit via VLE/moodle short statement of their position re the nature nurture debate Max 200 words with clear, justified line of argument.</p> <p>In class - students work in groups to develop understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how nature affects nurture (reactive gene-environment interaction, niche picking) <input type="checkbox"/> how nurture affects nature eg Ridley 2003, neural plasticity <input type="checkbox"/> position of the different approaches in psychology in relation to nature/nurture/interactionist explanations. <input type="checkbox"/> consider the implications of extreme nature or nurture positions for eg attitudes, social policy etc. <p>A2 Teacher led introduction to levels of explanation and the concept of reductionism. Students then work in groups each group is allocated a scenario depicting a behaviour. They have to research different levels of explanation for the behaviour in their scenario eg a biological level, a psychological processes level and a socio-cultural level explanation and present the explanations to the other groups. Scenarios could focus on psychological disorders studied in Year 1.</p> <p>A3 Class discussion of the relative strengths and limitations of reductionism and holism and interactionism.</p> <p>Position of approaches in relation to reductionism/holism. Practice exam style questions – multi choice, short answer and extended writing focusing on debates in psychology and application to topics.</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Students provided with 2 booklets. A revision guide of issues and debates along with an assessment booklet.</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| | <p>children heritability 0.72 Levels of explanation in psychology. Reductionism, holism and interactionism. Biological /physiological reductionism Environmental stimulus response reductionism.</p> | | | | | |
| Week 5 | <p>Comparison of approaches in psychology. Gender and culture in psychology Universality and bias. Gender bias – androcentricism, alpha and beta bias. Culture bias - ethnocentricity and cultural relativism. Ethical issues and socially sensitive research eg Siebar and Stanley (1988) use of implications of research findings, influence on public policy eg Lee (1993) threat or risk.</p> | <p>Develop understanding of approaches in psychology. Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare approaches in relations to a range of criteria including their position in relation to debates in psychology <input type="checkbox"/> develop understanding of the gender bias, culture bias, ethical issues and social sensitivity in psychology. <p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain and use key concepts/terms appropriately in relation to theories and/or research studies eg androcentric, alpha bias, beta bias, ethnocentric emic, etc, cultural relativism, social sensitivity <input type="checkbox"/> explain the sources and implications of gender bias and cultural bias in theories and studies <input type="checkbox"/> explain ethical issues, social sensitivity in psychology and how theory and evidence can lend credibility to prejudice, misrepresent or marginalise groups or influence funding within society <input type="checkbox"/> explain implications and ways of dealing with issues and biases. | <p>A1 Class activity - students have to assume they are stuck in a lift with a group of psychologists. The task is to ask the psychologists questions to help decide which approach each psychologist adheres to. Preparation for class activity - select 6 students who will act as the psychologists in the lift. These students need to prepare their knowledge of the approaches. Split the rest of the class into teams who have to prepare questions to identify the approach of each psychologist. During the session the teams compete to see who can correctly identify the approaches of each of the 6 psychologists in the lift. A2 Whole class activity to identify criteria on which to base comparison of approaches. For example view of human nature, appropriate subject matter for psychology, view of typical and atypical behaviour, research methods, position in relation to debates in psychology. Use criteria to compare approaches and identify approaches that are similar. A3/A4 Introduction to gender bias cultural bias and concept of socially sensitive research. Carousel of activities to develop understanding of gender bias, cultural bias, ethical issues and social sensitivity in psychology based on psychotron resources, (pdfs, power points etc plus docstock PowerPoint on social sensitivity). Work sheet requiring students to define terms, outline examples of bias and good practice from different areas of psychology, explain implications and ways of dealing with issues and biases. A5 Students work in groups to develop summary table plotting approaches against criteria for comparison /evaluation. Teacher then allocates each group a pair of approaches to compare and decide which is the better approach and why. Students discuss:</p> <ul style="list-style-type: none"> <input type="checkbox"/> what content from the table to include <input type="checkbox"/> how to structure the essay <input type="checkbox"/> how the material would need to be shaped <input type="checkbox"/> lines of argument <input type="checkbox"/> how to justify their assertions. <p>Each student retains a copy and for homework write up and submits their essay electronically.</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Students provided with 2 booklets. A revision guide of issues and debates along with an assessment booklet.</p> <p>Fortnightly Assessment</p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| | | | Best essay from each group is used in the next lesson for an assessment activity. | | | |
| Week 6 | <p>Bio Psychology Methods of studying the brain fMRI, EEG, ERP, Post mortems. Case study evidence from studies of brain damage. Evaluation of methods/strengths and limitations. Localisation of function, lateralisation motor, somatosensory, visual auditory and language centres – the function of Wernick's and Broca's area. Split brain research. Sperry 1968 Methodology and findings. Gazzinger 2000 and 2007.</p> | <p>Develop understanding of localisation and plasticity in brain functioning. Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe methods of investigating the brain, their strengths and limitations <input type="checkbox"/> distinguish between localisation and lateralisation of brain <input type="checkbox"/> identify areas of cerebral cortex associated with specific functions <input type="checkbox"/> describe and evaluate split brain research <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between types of plasticity and between plasticity and functional recovery <input type="checkbox"/> describe case studies of plasticity and functional recovery and their implications <input type="checkbox"/> consider implications of plasticity and functional recovery. | <p>A1 Flipped classroom. Students to watch video and consult texts to produce clear description of ways of studying the brain fMRI, EEG, ERP, post mortems and case study evidence of brain damage. How they contribute to understanding behaviour. In class discussion of the strengths and limitations of the methods. A2 Carousel classroom students. Use text books, online resources, videos to prepare:</p> <ul style="list-style-type: none"> <input type="checkbox"/> description split brain research - method and findings of Sperry's research, case studies of severed corpus callosum <input type="checkbox"/> evidence v separate hemispheres separate minds <p>McCrone 1999 concept of processing style</p> <p>Class discussion re the contribution to psychology of split brain research.</p> <p>A3 Independent learning – students work in pairs to investigate plasticity, and produce:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a definition and outline of different types of plasticity <input type="checkbox"/> 'positive' and 'negative or maladaptive' plasticity <input type="checkbox"/> developmental plasticity: synaptic pruning. <input type="checkbox"/> plasticity of learning and memory <input type="checkbox"/> injury-induced plasticity and brain repair <input type="checkbox"/> evidence of brain plasticity and of functional recovery <input type="checkbox"/> summary of case studies of plasticity and functional recovery. <p>Class discussion on the issues surrounding research into plasticity and implications plasticity and functional recovery. A4 Quizlet assessment of student's knowledge eg structures and functions of the brain. Diagrams to label.</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> | <p>Homework</p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars.</p> <p>Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p> |
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| Week 7 | <p>Biological Rhythms Infradian rhythms eg menstrual cycle The role of pituitary gland, oestrogen and progesterone or SAD and the role of the pineal gland and melatonin.</p> | <p>Students should be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> define exogenous zeitgeber and endogenous pacemakers <input type="checkbox"/> distinguish between circadian, infradian and ultradian rhythms <input type="checkbox"/> describe examples and research evidence of circadian, infradian and ultradian rhythms <input type="checkbox"/> explain the role of exogenous zeitgebers and endogenous pacemakers in maintaining sleep wake cycle <input type="checkbox"/> describe and evaluate research into the role of exogenous | <p>A1 Provide students with a detailed description of 2 studies eg Stephan and Zucker 1972 and Siffre 1975. Students to work in groups to analyse the research and to compare the strengths and limitations of each. Then to decide which piece of research provides the most convincing evidence of the role of exogenous zeitgebers in the sleep wake cycle. Each group to present their decision with justification to the class. A2 Independent learning in pairs to assemble research evidence to answer the questions: "What have research studies told us about the role of endogenous pacemakers and exogenous zeitgeber in the sleep wake cycle?"</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Fortnightly Assessment</p> | <p>Homework</p> <p>Completion of any outstanding classwork</p> <p>Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars.</p> | <p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> |

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| | <p>Ultradian rhythms eg cycle of sleep stages NREM, REM and SWS. Circadian rhythms 24 hour sleep wake cycle. The role of endogenous pacemaker's suprachiasmatic nucleus. The pineal gland and the role of melatonin in sleep wake cycle. The role of exogenous zeitgebers light dark cycle.</p> | <p>zeitgebers and endogenous pacemakers in circadian rhythms.</p> | <p>What would this research suggest about how we would respond to changes in external zeitgebers. Each pair to prepare a summary response to each question and post it on moodle/VLE (max 200 word). Possible sources of evidence - The role of endogenous pacemakers – suprachiasmatic nucleus eg Flokard 1996, eg Stephan & Zucker 1972. The pineal gland and the role of melatonin in sleep wake cycle eg Weaver et al 1983 bright light suppresses melatonin production. The role of exogenous zeitgeber light dark cycle. Research into effects of disrupting environmental cues eg Siffre 1975. A3 Students to work in groups to create a cartoon/comic strip to depict the role of suprachiasmatic nucleus and melatonin in sleep wake cycle and research into their role. Cartoons to be presented and evaluated.</p> | <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p> | <p>Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Sp1 SP5</p> |
| <p>Week 8</p> | <p>Piaget's stage theory of cognitive development . Key concepts/processes: • schemas • assimilation • accommodation • equilibration • operations. Stages of intellectual development and characteristics of the stages including: •</p> | <p>Develop a critical appreciation of Piaget's theory of cognitive development. Students will be able to: • explain key concepts processes, stages and their characteristics • distinguish between stages of development • describe and evaluate Piaget's theory of cognitive development • describe and evaluate Piaget's research studies • use research evidence to evaluate the theory • discuss issues and debates surrounding Piaget's theory of cognitive development.</p> | <p>A1 "Piaget-The Man". Students watch a short video clip of Piaget discussing his theory. The students are directed to make note of five key points that Piaget makes about his theory. At the end of the video the students are to place their sticky notes on the whiteboard for sharing. Tutor to share the information contained in the sticky notes and student to make notes of main points. Consolidation of learning – PowerPoint or Prezi additional video clips. A2 Video clips, VLE and gapped hand-outs presented to students relating to Piaget's theory of cognitive development. Students take notes on the theory, recording the main details. Completion of gapped hand-out. Consolidation of learning using Prezi presentation. A3 Group work – in small groups students prepare a handbook aimed at providing new parents with insight into Piaget's theories about how children think and learn. Recommendations to be made as to games and activities that could be used to support cognitive development. The handbooks</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| <p>object permanence</p> <ul style="list-style-type: none"> • egocentrism • conservation • class inclusion. <p>Research methods employed by Piaget.</p> <p>Piaget's research studies eg 'The Swiss Mountain Scene' test of egocentrism (Piaget & Inhelder 1956). Case Study: An Illustration of Lack of Object Permanence (Piaget 1963).</p> <p>Research to evaluate Piaget's theory eg Bower et al 1971, Baillargeon & DeVos 1991, Bryant 1984,</p> | | <p>will be presented to other groups. A4 Pair work - students provided with the materials to build a simulation of the Swiss Mountain. The students are then to role play a simulation of the research undertaken by Piaget. Students work in pairs to reflect on strengths and limitations of the mountain task as a means of assessing egocentricity. A5 Students presented with examples of different exam question styles application based on scenarios, multi choice, short answer. Students work in groups to generate exam style questions on Piaget's theory with mark schemes. These are then passed to a different group who try to do the questions, check their answers against the mark scheme and provide feedback on whether the questions were effective in distinguishing who in their group understood the theory best.</p> | | | |
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| | McGarrigle & Donaldson 1974, Moore & Frye 1986, Eames et al 1990. | | | | | |
| Week 9 | <p>Vygotsky's theory of cognitive development . Brief contextualisation of the work of Vygotsky. The role of:</p> <ul style="list-style-type: none"> • zone of Proximal development • the role of others: experts • scaffolding • culture and the social nature of thinking • semiotics and the role of language. Applications of Vygotsky theory to educational settings. Comparison of Piaget and Vygotsky's | <p>Develop a critical appreciation of Vygotsky's theory of cognitive development. Students will be able to:</p> <ul style="list-style-type: none"> • Explain key concepts and processes • Describe and evaluate Vygotsky's research studies • Describe and evaluate Vygotsky's theory of cognitive development • Discuss issues and debates surrounding Vygotsky's theory of cognitive development • Compare and contrast Piaget and Vygotsky's theory of cognitive development • Discuss issues and debates surrounding Vygotsky's theory of cognitive development. | <p>A1 Teacher presentation/class discussion of Vygotsky's theory. Prezi presentation of the main aspects of Vygotsky's theory to consolidate learning from the flipped classroom activity. Video clips to illustrate. Students add additional notes to copy of presentation. Discussion, Q&A. A2 Flipped classroom – students to carry out independent research into evaluation of Vygotsky's theory. Lesson activities based on research, Q&A about the explanations, online assessment (multiple choice). A3 The "essay jigsaw" activity - students to be presented with a "mix and match essay" pieces. Learners are to work in pairs to put the pieces into a cohesive whole. This will provide the learners with an essay question relating to describe and evaluate Vygotsky question. This will be followed by the "Standardisation Meeting Activity". Students to act as examiners at a standardisation meeting. They will mark the essay that they have constructed. Students will also be presented with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens. Extension activity: students to revisit the above essay and add additional material that would result in the essay being awarded an 'A' grade. A4 Group work – working in small groups, students are to design a training session for teachers. The training session is to:</p> <ul style="list-style-type: none"> • | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Fortnightly Assessment</p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p> |

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| | theories of cognitive development | | Briefly introduce the teachers to the work of Vygotsky • Make three recommendations for teaching techniques, based on Vygotsky, to be used in the classroom. • Justify why these techniques should be used | | | |
| Week 10 | Baillargeon's explanation of early infant abilities, including innate core knowledge of the physical world ie causal reasoning. Research Methods- the use of habituation stimuli and looking time in violation of expectation (VoE) tasks to assess object permanence the use of anticipatory looking (AL) in false belief tasks. Expectations of infants at different | Develop critical appreciation of Baillargeon's explanation of early infant abilities. Students will be able to: • Explain the methodology and main features of Baillargeon's explanation of early infant abilities • Describe and evaluate Baillargeon's research • Describe and evaluate Baillargeon's explanation of early infant abilities • Discuss issues and debates surrounding Baillargeon's explanation of early infant abilities • Compare Piaget, Vygotsky's and Baillargeon's theories of cognitive development. Linking to issues and debates. | A1 Flipped classroom – Baillargeon's explanation of early infant abilities including knowledge of the physical world ie causal reasoning– use materials and research to make notes at home about the different main features of theory. Watch video clips on Baillargeon's discussion of her work. Lesson activities based on research. Different groups to present the features of the theory to the class with other groups adding any further information found. Q&A about the explanation, team quizzes each team makes up 10 Qs for another team to answer. A2 Students to investigate Baillargeon's techniques for investigating infants' understanding of physical events and false beliefs. Class discussion of their strengths and limitations and what should be inferred from infants' ability to differentiate two stimuli in the VOE paradigm. A3 Students to act as examiners at a standardisation meeting. They will be presented with an essay: "Discuss Baillargeon's explanation of early infant abilities". Students will be provided with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens. | In Class Assessment Pre planned assessment questions found in work booklet. | Homework Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars. | Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 |

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| <p>ages about impossible physical events eg occlusion, containment, support, collision events Baillargeon(1986 , 1991). Infants ability to attribute to others misperceptions and false beliefs and their implications for development of "theory of mind" eg Onishi & Baillargeon (2005). Comparison of Piaget, Vygotsky's and Baillargeon's theories of cognitive development .</p> | | | | | |
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| <p>Week 11</p> | <p>Development of Social Cognition Early development of imitation and intentions and child's sense of self. Development of child's understanding of others Selman (1976). Stage theory of perspective or role-taking: Correlates of perspective taking Durkin (1995) Underwood & Moore (1982) Wenzel (1993). Research Methods - Selman's use of role-taking dilemmas to investigate perspective taking. Applications</p> | <p>Develop an understanding of the development of social cognition. Students will be able to: • Explain what is meant by social cognition • Outline the role of self in the development of social cognition • Explain Selman's role taking dilemma technique • Describe and evaluate Selman's stage theory of perspective or role-taking. • Describe and use research evidence to evaluate Selman's theory • Outline applications of Selman's theory eg to an educational setting • Discuss issues and debates surrounding the explanations of social cognition • Explain what is meant by theory of mind and the use of false belief tasks • Outline research into factors associated with success on false belief tasks</p> | <p>A1 Social Cognition – introduction to sharing of ideas of what is meant by social cognition. Completion of emotional intelligence test. Discussion of results and consideration of how we can further develop social cognition. Empathy games. Student activity – design an activity to be used in nursery schools to further develop social cognition in young children. A2 Understanding others perception and beliefs - “The Fake Smile Activity”. Teacher to carry out activity using the “Fake Smile Test” found on the BBC website. Students to act as participant and undertake the test. Discussion of implications of the scores and explanations for variations in scores. Extension – student to design a research study using the materials from the “Spot the Fake Smile test”. A3 Flipped classroom – Research Selman's Stage Theory of perspective-taking and construct mind map of Selman's theory. In class build a class mind map on whiteboard – all learners to contribute. Uploaded mindmap onto VLE. Consolidate learning – video of brief overview of Selman's theory. A4 Peer Assessment Activity. Students to complete an essay describing and evaluating Selman's theory of social cognition at home. Essay to be brought to next lesson. The essays are to be anonymised and each student to be randomly allocated an essay completed by their peer for marking. Using a mark scheme, the student to: 1. Highlight description/knowledge of Selman's theory 2. Highlight evaluation/discussion of research related to Selman's theory 3. Underline irrelevant information attachment is a different topic. 4. Allocate a mark in accordance with the mark scheme. 5. Provide detailed feedback on how the essay could be improved. A copy of the</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Fortnightly Assessment</p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |
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| <p>of Selman's theory eg Keefe & Johnston (1989) varying teaching strategies, Osterman (1997) cross cultural research into conflict resolution. Theory of mind. Use of false belief tasks to investigate TOM Wimmer & Perner 1983. Influence of age, Wellman (2001), Onishi & Baillargeon (2005) false belief in prelinguistic infants language ability Milligan et al (2007) quality of attachment</p> | | <p>highest achieving essay (checked by teacher) to be given to all students.</p> | | | |
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| | Meins (1998) on success in false belief tasks. | | | | | |
| Week 12 | <p>Application of Theory of Mind (TOM) as an explanation for autism. Brief overview of characteristics of autism including inability to express TOM. The work of Baron-Cohen Sally Anne Test (Baron-Cohen, Leslie and Frith (1985) Does the autistic child have a theory of mind?). Brief overview of other research eg Baron-Cohen, S., Joliffe, T., Mortimore, C. & Robertson,</p> | <p>Develop understanding of Theory of Mind as explanation autism and biological explanations for social cognition. Students should be able to: • Describe the key characteristics of autism • Outline briefly some of the suggested causes of autism • Describe the theory of mind explanation for autism • Describe and evaluate the work of Baron – Cohen in relation to autism. • Discuss the validity of false belief tasks • Outline biological explanation for social cognition • Explain the role of amygdala, orbitofrontal cortex • Explain the nature of mirror neurons, their role in social cognition and in understanding other’s emotional states • Describe and evaluate research into the role of mirror neurons in social cognition eg Dapretto et al (2006) and implications of mirror neurons for TOM • Discuss issues and debates surrounding TOM and mirror neuron system as</p> | <p>.A1 Students to watch video clips on ‘what is autism?’ Following this, working in small groups, students will design a “What is Autism” poster and a public information leaflet that could be used in a health clinic. A2 Teacher presentation/class discussion - the work of Baron – Cohen as related to autism. Prezi presentation, video clips and workbook. Students to complete an in depth analysis of the Baron Cohen study method and findings including the validity of false belief tasks. Onishi & Baillargeon (2005) and Lewis & Osborne (1990). Review of learning and check on student work. Extension activity – students to research into alternative explanations for autism and present findings to class. A3 Group work. Students to watch short video clips on the research into autism. Students to make notes. Following this the students will design a test situation similar to those observed in the video clip eg Sally Anne Test/Smarties test. Students will be provided with a worksheet that will give them guidance on how to design a replication of a test situation to be used in a clinical setting. Students bring in old Sindy /Barbie/Action Man toys to use in their simulations. In addition, empty sweet boxes etc will be made available. Students create role plays which demonstrate theory of mind which will be presented to the group. A3 Teacher Prezi presentation/class discussion of biological explanations of social cognition. TED video of mirror neurons: Workbook to accompany Prezi presentation. Students to watch RSA animations and take</p> | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| | <p>M. (1997). Another advanced test of theory of mind: evidence from very high functioning adults with autism or Asperger syndrome/ Eyes Tests - Baron-Cohen (2001). Biological explanations of Social Cognition. Neurophysiological evidence for the Theory of Mind Module (TOM). Brief reference to early research into biological mechanisms eg amygdala, orbitofrontal cortex eg Stone 2007. Mirror</p> | <p>explanations of social cognition.</p> | <p>notes. Students then research how mirror neurons can explain how the brains of expert dancers or musicians respond when watching other experts perform. Bangert (2006), Glasser (2003). Class discussion and reference to Dinstein et al (2007) criticism of the interpretation of fMRI scan data. Nelson and Carpenter (2008) functions of mirror neurons oversimplified. A4 Independent research students work in small groups/pairs to produce a hand-out which evaluates biological explanations of social cognition. The hand out is to be no more than one side of A4 and is to be word processed. Evaluation sheets produced to be photocopied for each member of the group. Discussion of quality of hand-outs and consideration of what additional material is required – students to add additional points.</p> | | | |
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| | Neurons (MNs). The discovery of mirror neurons (early work of Rizzolatti et al 1996). Key behaviours linked to MNs eg understanding Intentional behaviour, Perspective taking, | | | | | |
| Week 13 | Practical research cognition and development | Develop understanding of the research methods and data analysis and how scientific reports are written up. Design, carry out and present findings of research into gender differences in performance on the “eye test”. To be able to: • design and carry out a natural experiment • write a set of standardised instructions and a debriefing • select and apply an appropriate statistical test to analyse the data • analyse and present the results of the practical discussing conclusions and implications of the findings. • identify strengths and limitations of research and | A1 Students to work in groups to design a natural experiment into gender differences in performance on the “ eye test” Aim - for students to make design decisions informed by the strengths and limitations of research they have studied. Write operationalised hypotheses for their practical. Submit proposal to teacher for ethical and practical check. Justify their design decisions in a written up method section. Students will then go and gather data from P’s and share their data with their group who will then select and apply an appropriate statistical test and analyse their results. Data will be analysed to see if a significant difference exists at 0.05 level and the students will present their findings and write up a results section of a report. Extension tasks will be for student to write an introduction section of a practical report. Students will be directed to read the original research papers by Baron – Cohen (example provided in resources section). | <p>In Class Assessment</p> <p>Pre planned assessment questions found in work booklet.</p> <p>Fortnightly Assessment</p> <p>Outline and evaluate theory/research method (16 marks) Along with shorter based questions and application questions</p> | <p>Homework</p> <p>Completion of any outstanding classwork Completion of Seneca modules and further independent reading through Tutor2U revision pages and webinars. Pre prepared work booklets with activities that work alongside the webinars.</p> | <p>Literacy</p> <p>S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p> |

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| | | suggest improvements • write up a method and results section of a scientific report for their practical. | | | | |
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Christmas Break