

Year 11 A-F PSYCHOLOGY

Subject	Psychology
Class/ Division	Year 11 A-F
Week	1 (31st Jan to 4th Feb)
Work sent to students via	Zoom Meeting and Google Classroom
Total number of lessons per week	3 Zoom Classes(Synchronous) 1 GC
Topic (Term 2 Lesson)	Development

Learning Outcomes:

- Identify Piaget's 4 stages of development
- Describe Piaget's 4 stages of development
- Explain the key concepts of Piaget's stages of development and how it is used into education.
- Identify Piaget's ideas on the development of intelligence.
- Evaluate the strengths and weaknesses of Piaget's theory of cognitive development and the development of intelligence.
- Define the words: fixed mindset, growth mindset and ability and effort.
- Distinguish between ability and effort.
- Link back to the development of brain to discuss how learning creates and stabilizes neural pathways in the brain thus making learning and development interconnected.
- Evaluate the strengths and weaknesses of the use of mindset theory of learning on development. Explain the core concept of factual knowledge precedes skills.
- Recognize the importance of practice and effort.
- Outline strategies to support cognitive, physical and social development.
- Evaluate the strengths and weaknesses of the theory.
- Identify key features of Willingham's learning theory.
- Explore the background of the study.
- Investigate the study of Piaget and Inhelder on the three mountain task.
- Describe the study using APFC framework.
- Evaluate the strengths and weaknesses of the study on development.
- Explore the background of the study.
- Describe Gunderson et al study.
- Describe the study using APFC framework.
- Evaluate the strengths and weaknesses of the study on development.
- Define the terms moral and morality.
- Explain the meaning of pre-conventional, conventional and post-conventional stages of morality.

Task	<ul style="list-style-type: none">• Discuss how different theories used to explain the development of morality in humans. <p>Task 1: a. Define the term “Egocentrism”</p> <p>b. When marking Sanjit’s and Sue’s essays, the teacher writes comments as well as giving marks. Her comments to Sanjit, whose mark is low, include ‘You do not write well’. Comments to Sue, whose mark is high, include ‘You are very good at writing essays’. Using Dweck’s theory, explain the possible mindset of the teacher. State one comment for Sanjit and one comment for Sue to illustrate the opposite mindset.</p> <p>c. Sarah teaches children aged 8 years old. She is planning an activity to help her students learn the importance of healthy eating. Sarah has decided to create a series of food choice dilemmas where the students need to make choices between healthy and unhealthy food and to explain their decisions. Her head teacher says this is too complicated. How can two strategies suggested by Willingham help Sarah plan an appropriate activity?</p> <p>(To be done during zoom)</p> <p>Task 2:</p> <p>A. Rifa a 5-year-old, argues with 8-year-old brother because he will play her game, which requires him to describe what is on the table for tea. She can see the table but he cannot. Using Piaget’s ideas, explain why her brother might not play the game and why Rifa is annoyed about this.</p> <p>B. Mrs. Morgan is a nursery school teacher who wants to see whether praising effort or praising ability encourages children to paint pictures for longer. She splits her class into three groups and asks two teachers to help. Teacher 1 praises the effort of the children in group 1. Teacher 2 praises the ability of the children in group 2. Mrs. Morgan does not praise the children in group 3. A fourth teacher observes all three groups and records how long the children paint during the day.</p> <p>a) Explain what Mrs. Morgan is likely to find in her study. You should refer to Gunderson et al. (2013) in your answer.</p> <p>b) Explain one strength and one weaknesses of Mrs. Morgan study.</p>
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and write your answers in your notebook, take a picture or scan and upload on GC.(To be done during GC)

Home work: Compare and *contrast Piaget's and Kohlberg's* theory of moral development and with Damon on developing a moral self.
Submit by 6th Feb 2021

Resources

TB. Psychology Book Edexcel GCS4E (9-1) 1 pp. 2-27

