

## Year 11 G-H PSYCHOLOGY

<b>Subject</b>	<b>Psychology</b>
<b>Class/ Division</b>	<b>Year 11 G-H</b>
<b>Week</b>	<b>5(28th Feb to 4<sup>th</sup> Mar )</b>
<b>Work sent to students via</b>	<b>Zoom Meeting and Google Classroom</b>
<b>Total number of lessons per week</b>	<b>3 Zoom Classes( Synchronous) 1 Google Classroom</b>
<b>Topic (Term 1 Lesson)</b>	<b>Sleep and Dreaming Development</b>

<p><b>Lesson Topic</b></p>	<ul style="list-style-type: none"> <li>• <b>Siffre (1975) Six months alone in a cave</b></li> <li>• <b>Development (Revision plan)</b></li> </ul>
<p><b>Content in Sleep and Dreaming and Development</b></p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Outline the studies using APRC</li> <li>• Evaluate the studies giving its strengths and weaknesses <ul style="list-style-type: none"> <li>• Describe the early brain development including the development of forebrain, midbrain, hindbrain, cerebellum and medulla.</li> </ul> </li> </ul>
<p><b>Task</b></p>	<ul style="list-style-type: none"> <li>• Evaluate Piaget’s theory of cognitive development and describe Piaget’s 4 stages of development.</li> <li>• Apply the key concepts to Piaget’s stages of development into education.</li> <li>• Evaluate Piaget’s theory of cognitive development and the development of intelligence.</li> <li>• Analyze Dweck’s mindset theory and the effects of learning on development</li> <li>• Describe the effects of learning on development using Daniel Willingham's theory, including strengths and weakness of the theory: Factual knowledge precedes skills, the importance of practice and effort.</li> <li>• strategies to support cognitive development, strategies to support physical development and strategies to support social development.</li> <li>• Explain the aims, procedure and findings of Piaget and Inhelder (1956) study (Three Mountains Task).</li> <li>• Explain the aims, procedure and findings of Gunderson et. al. (2013) study (Parents’ praise to 1- 3 year olds predicts children's motivational frameworks 5 years later.</li> <li>• Define pre-conventional, conventional and post-conventional stages of morality.</li> </ul>

- Use content, theories and research drawn from cognitive development to explain development of morality and morality issues

**Learning Outcomes:**

- State both the studies giving its Aim , Procedure, Results and Conclusions
- Discuss the studies explaining the strengths and weaknesses
- 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.
- Discuss how different theories used to explain the development of morality in humans.

**Task 1:** Google Classroom session: Do the Apply it Question on Page 246 and submit it on GC.

**Task 2:** a. Define the term “Egocentrism”

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.

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

<b>Resources</b>	activity?  TB. Psychology Book Edexcel GCSE (9-1) pp. 2-27 and 242 - 247
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