

## Psychology Department Long-term sequencing Year 10 GCSE

The curriculum for this stage of students' education has been designed to learn the first topics of the GCSE course starting with the study of memory. Students will then apply key skills learned in the memory module to other paper 1 topics; research methods, development and perception. The skills embedded within the memory module include knowledge of assessment objectives, basic Psychological terminology and knowledge of how and why research takes place in Psychology. By the end of Y10, students will be able to sit a full GCSE paper 1.

<p><b>HALF TERM 1:</b> <b>STUDENTS MUST KNOW;</b> <u>Memory</u></p> <ul style="list-style-type: none"> <li>Processes of memory: encoding, storage and retrieval</li> <li>Structures of memory</li> <li>Memory as an active process</li> </ul> <p>Key studies: Murdock's serial position effect study Bartlett's war of ghosts study</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 2:</b> <b>STUDENTS MUST KNOW:</b> <u>Research methods</u></p> <ul style="list-style-type: none"> <li>Formulation of testable hypotheses</li> <li>Types of variable</li> <li>Sampling methods</li> <li>Designing research</li> <li>Correlations</li> <li>Research procedures</li> <li>Planning and conducting research</li> <li>Ethical considerations</li> <li>Data handling (primary and secondary data/qualitative and quantitative data/computation/descriptive statistics/interpretation and display of qualitative data/ normal distributions)</li> </ul> <p><b>How this will be assessed:</b> Knowledge tests in lesson, a variety of skills-based questions, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 3:</b> <b>STUDENTS MUST KNOW:</b> <u>Development</u></p> <ul style="list-style-type: none"> <li>Early brain development</li> <li>Piaget's stage theory and the development of intelligence</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>
<p><b>HALF TERM 4:</b> <b>STUDENTS MUST KNOW:</b></p> <p><b>STUDENTS MUST KNOW:</b> <u>Development</u></p> <ul style="list-style-type: none"> <li>The role of Piaget in education</li> </ul> <p>Key studies in development</p> <ul style="list-style-type: none"> <li>(McGarrigle and Donaldson's naughty teddy study and Hughes' policeman doll study)</li> <li>The effects of learning on development (Dweck's mindset theory/learning styles/Willingham's theory)</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 5:</b> <b>STUDENTS MUST KNOW:</b> <u>Perception</u></p> <ul style="list-style-type: none"> <li>Sensation and perception</li> <li>Visual cues and constancies</li> <li>Gibson's theory of direct perception</li> <li>Gregory's constructivist theory of perception</li> </ul> <p><b>Key studies:</b> Gilchrist and Nesberg's study of motivation Bruner and Minturn's study of perceptual set</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 6:</b> <b>STUDENTS MUST KNOW:</b> <u>Perception</u></p> <ul style="list-style-type: none"> <li>Visual illusions</li> <li>Factors affecting perception (motivation, perceptual set, emotion, culture and expectation)</li> </ul> <p><b>Key studies:</b> Gilchrist and Nesberg's study of motivation Bruner and Minturn's study of perceptual set</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>

**Home learning set will consist of a combination of:**  
Information hunting, retrieval tasks of key concept/terms/ quizzing, exam questions based on a variety of skills from 2-9 marks

# Stuart Bathurst Catholic High School

## Psychology Department

### Long-term sequencing Year 11 GCSE Psychology

The curriculum for this stage of students' education has been designed to learn the final 4 topics of the GCSE course starting with the study of social influence. Students will begin with social influence linked to the basic introduction at the end of Y10 and will then follow on from this to learn psychological problems, language, thought and communication and brain and neuropsychology

<p><b>HALF TERM 1:</b> <b>STUDENTS MUST KNOW;</b> <u>Social influence</u></p> <ul style="list-style-type: none"> <li>• Conformity</li> <li>• Obedience</li> <li>• Prosocial behaviour</li> <li>• Crowd and collective behaviour</li> </ul> <p>Key studies: Asch's study of conformity Piliavin's subway study</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 2:</b> <b>STUDENTS MUST KNOW:</b> <u>Language, thought and communication</u></p> <ul style="list-style-type: none"> <li>• The possible relationship between language and thought</li> <li>• The effect of language and thought on our view on the world</li> <li>• Differences between human and animal communication</li> <li>• Non-verbal communication</li> <li>• Explanations of non-verbal behaviour</li> </ul> <p><u>Key studies</u> Von Frisch's bee study Yuki's emoticon study</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 3:</b> <b>STUDENTS MUST KNOW:</b> <u>Psychological problems</u></p> <ul style="list-style-type: none"> <li>• Introduction to mental health</li> <li>• How the incidence of significant mental health problems change over time</li> <li>• Effects of significant mental health problems on individuals and society</li> <li>• Characteristics of clinical depression</li> <li>• Theories of depression and interventions or therapies for depression</li> <li>• Characteristics of addiction</li> <li>• Theories of addiction and interventions or therapies for addiction</li> </ul> <p><u>Key studies</u> Wiles' effectiveness of CBT study Kaij's twin study of alcohol abuse</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>
<p><b>HALF TERM 4:</b> <b>STUDENTS MUST KNOW:</b> Brain and neuropsychology</p> <ul style="list-style-type: none"> <li>• Structure and function of the nervous system</li> <li>• Neuron structure and function</li> <li>• Structure and function of the brain</li> </ul> <p>Key studies Penfield's study of the interpretive cortex</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 5:</b> <b>STUDENTS MUST KNOW:</b> Brain and neuropsychology</p> <ul style="list-style-type: none"> <li>• An introduction to neuropsychology</li> <li>• Cognitive neuroscience</li> <li>• The use of scanning techniques: CT, PET and fMRI</li> </ul> <p>Key studies Tulving's 'gold' memory study</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Knowledge tests in lesson, end of topic assessment based on exam structure (25 marks)</p>	<p><b>HALF TERM 6:</b></p> <p style="text-align: center;"><u>EXAMS</u></p>

**Hone learning set will consist of a combination of:**  
Self-quizzing, key concepts/terms quizzing, exam questions based on a variety of skills from 2-9 marks