

Year 10 Summer term: Language, Thought & communication

Piaget's theory: language depends on thought

Outline how Piaget suggested that language is dependent on thought. Explain at least one strength and one weakness of Piaget's approach the relationship between language and thought.

The Sapir-Whorf hypothesis: thinking depends on language

Outline how Sapir-Whorf suggested that language is dependent on thought. Explain at least one strength and one weakness of the Sapir-Whorf approach the relationship between language and thought.

The effect of language and thought on our view of the world.

Explain how variation in recall of events and recognition of colours can affect what we think. Outline how recall of events and colours can be affected by the culture we are brought up in (eg in Native American cultures). Explain how research has explored the effect of culture on recall.

Animal communication

Explain the limited functions of animal communication (survival, reproduction, territory, food). Provide examples of how animals display these functions.

Von Frisch's bee study.

Outline the aim, method, results and conclusion of Von Frisch's bee study. Evaluate the study using GRAVE.

Human communication

Identify the properties of human communication not present in animal communication (e.g plan ahead and discuss future events). Explain the differences between animal and human communication.

Non-verbal communication

Define non-verbal communication and verbal communication. Explain the functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.

Body language

Explain what is meant by body language, with reference to open and closed posture, postural echo and touch. Explain how body language can be affected by cultural, status and gender differences.

Darwin's evolutionary theory

Explain Darwin's approach to non-verbal communication as evolved and adaptive. Explain at least one strength and one weakness of Darwin's approach to NVC.

Evidence that non-verbal behaviour is innate.

Explain evidence into how NVC could be in built from birth (e.g in neonates and the sensory deprived.)

Evidence that non-verbal behaviour is learned.

Explain evidence into how NVC could be learnt from our surroundings (e.g cultural studies of NVC).

Yuki's study of emoticons.

Outline the aim, method, results and conclusion of Yuki's study. Evaluate the study using GRAVE.

Minimum Expected Standards Year 10 Psychology

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGiSpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Year 10 Autumn term: Development

Early brain development

Explain simple neural structures in the womb; brain stem, thalamus, cerebellum and cortex. Explain the functions of these brain areas including; sensory processing, movement, autonomic processing and cognition

The roles of **nature and nurture** in early brain development

Explain one or more factors that contribute towards neural development in the womb (e.g- smoking/voices). Distinguish between factors that are nature and those that are nurture.

Piaget's Theory of Cognitive Development

Explain Piaget's theory of cognitive development, including concepts of assimilation and accommodation.

Piaget: The four **stages of development**

Identify and explain the key stages; sensorimotor, pre-operational, concrete operational and formal operational.

Piaget: Application of stages in **education**.

Explain two or more ways that Piaget's stages can be applied to education.

Reduction of egocentricity; **Hughes' 'policeman doll study'**.

Outline the aim, method, results and conclusion of Hughes' study. Evaluate Hughes' study making reference to GRAVE.

Development of conservation; **McGarrigle and Donaldson's 'naughty teddy study'**

Outline the aim, method, results and conclusion of McGarrigle & Donaldson's study. Evaluate McGarrigle & Donaldson's study making reference to GRAVE.

Dweck's Mindset Theory of learning

Explain the difference between a fixed mindset and growth mindset. Outline the role of praise and self-efficacy beliefs in learning. Explain at least one strength and one weakness of Dweck's theory.

Learning styles

Outline the learning styles including verbalisers and visualisers. Provide examples of each style of learning in an educational setting.

Willingham's Learning Theory

Explain how Willingham critiques learning styles. Outline key features of Willingham's theory (e.g- neuropsychology).

Year 10 Spring term: Psychological problems

Introduction to mental health

Explain key characteristics of mental health, (eg positive engagement with society, effective coping with challenges.) Explain how cultural variations in beliefs about mental health problems.

How the incidence of significant mental health problems changes over time

Explain how the increased challenges of modern living affect mental health (e.g isolation). Explain how the increased recognition of the nature of mental health problems and lessening of social stigma have impacted on mental health.

Effects of significant mental health problems on individuals

Explain the effect mental health problems have on the individual (e.g damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing.)

Effects of significant mental health problems on society

Explain how mental health affects Society, (e.g need for more social care, increased crime rates, implications for the economy.)

Characteristics of clinical depression

Explain the differences between unipolar depression, bipolar depression and sadness. Outline how the use of International Classification of Diseases is used in diagnosing unipolar depression making reference to the number and severity of symptoms (e.g- low mood, reduced energy levels, and changes in sleep patterns and appetite levels, decrease in self-confidence.)

Theories of depression

Outline the Biological explanation of depression; making reference to the imbalance of neurotransmitters (e.g serotonin in the brain). Outline the Psychological explanation, making reference to negative schemas and attributions. Evaluate theories of depression, at least one strength and one weakness for each theory.

Interventions or therapies for depression

Outline the use of antidepressant medications (e.g- SSRI's). Outline the use of Cognitive behaviour therapy (CBT). Explain at least one strength and one weakness of each therapy for depression. Identify which of these therapies are holistic and which are reductionist. Explain how these therapies improve mental health.

Wiles' study of the effectiveness of CBT.

Outline the aim, method, results and conclusion of Wiles' study. Evaluate Wiles' study using GRAVE.

Characteristics of addiction

Explain the difference between addiction/dependence and substance misuse/abuse. Outline how the use of International Classification of Diseases is used in diagnosing addiction (dependence syndrome), including a strong desire to use substance(s) despite harmful consequences, difficulty in controlling use, a higher priority given to the substance(s) than to other activities or obligations.

Theories of addiction

Outline Biological explanations of addiction (e.g-hereditary factors/genetic vulnerability). Outline the Psychological explanation of addiction (e.g- peer influence). Explain at least one strength and one weakness of theories of addiction.

Kaij's twin study of alcohol abuse.

Outline the aim, method, results and conclusion of Kaij's study. Evaluate Kaij's study using GRAVE.

Interventions or therapies for addiction

Outline how Aversion therapy can be used for addiction. Outline how Self-management programs can be used for addiction (e.g self-help groups, 12 step recovery programmes). Identify which of these therapies are holistic and which are reductionist. Explain how these therapies improve mental health.