

Year 9 Summer term: Perception

Sensation and perception:

Explain the difference between sensation and perception.

Visual cues and constancies:

Explain how **monocular depth cues**: height in plane, relative size, occlusion and linear perspective affect our perceptions.

Explain how **binocular depth cues**: retinal disparity, convergence affect our perception.

Gibson's direct theory of perception

Outline Gibson's theory, making reference to the influence of nature, the role of motion parallax and the lack of inference. Evaluate Gibson's theory; provide at least one strength and one weakness of the theory.

Visual illusions:

Explain how visual illusions work, making use of key terms; ambiguity, misinterpreted depth cues, fiction, size constancy and how they work.

Outline examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.

Gregory's constructivist theory of perception

Outline Gregory's theory, making reference to the influence of nurture, inferences from visual cues and past experience. Evaluate Gregory's theory; provide at least one strength and one weakness of the theory.

Factors affecting perception:

Explain what is meant by a Perceptual set. Explain the effects of; culture, motivation, emotion, expectation on our perceptions.

The Gilchrist and Nesberg study of motivation.

Outline the aim, method, results and conclusion of the Gilchrist & Nesberg's study. Explain at least one strength and one weakness of the study using GRAVE.

Bruner and Minturn study of perceptual set.

Outline the aim, method, results and conclusion of the Bruner & Minturn's study. Explain at least one strength and one weakness of the study using GRAVE.

Minimum Expected Standards Year 9 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 9 Autumn term. Memory

Different types of memory.

Outline episodic memory, semantic memory and procedural memory. Provide examples of each type of memory.

How memories are encoded and stored.

Outline how the process of how memories are encoded, stored and retrieved.

The multi-store model of memory.

Outline the process of the MSM. Outline the 3 stores of the MSM, sensory, short term and long term and within these stores explain how they differ in terms of coding, capacity and duration. Explain at least one strength and one weakness of the MSM (e.g- It is too simplistic).

Primacy and recency effects in recall.

Explain how the position of a word on a list affects recall. Explain the primacy and recency effects making reference to short term and long term memory stores.

Murdock's serial position curve study.

Outline the aim, method, result and conclusion of Murdock's study. Evaluate Murdock's study using GRAVE.

The theory of reconstructive memory,

Explain how reconstructive memory works, including the concept of error after meaning.

Bartlett's war of the Ghosts study

Outline the aim, method, result and conclusion of Bartlett's study. Evaluate Bartlett's study using GRAVE.

Factors affecting the accuracy of memory; interference

Explain how interference can affect memory. Outline key research into interference (e.g-Schmidt). Evaluate research using knowledge of GRAVE.

Factors affecting the accuracy of memory; Context

Explain how context can affect memory. Outline key research into interference (e.g-Godden & Baddeley). Evaluate research using knowledge of GRAVE.

Factors affecting the accuracy of memory; False memory

Explain how false memory can affect memory. Outline key research into interference (e.g-Loftus and Palmer). Evaluate research using knowledge of GRAVE.

Year 9 Spring term: Social influence

Conformity:

Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.

Asch's study of Conformity:

Explain the aim, method, results and conclusion of Asch's study. Evaluate Asch's research using GRAVE.

Obedience:

Explain how Milgram's Agency theory approaches obedience. Identify and explain how social factors affect obedience including agency, authority, culture and proximity. Explain at least one strength and one weakness of Milgram's theory.

Obedience

Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality. Explain at least one strength and one weakness of Adorno's theory.

Prosocial Behaviour:

Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. Outline and evaluate key research into Bystander (e.g- Batson)

Piliavin's Subway Study:

Explain the aim, method, results and conclusion of Piliavin's study. Evaluate Piliavin's research using GRAVE.

Crowd & Collective Behaviour

Prosocial and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour. Evaluate at least one strength and weakness of research into crowd behaviour.