GCSE Psychology – Personalised Learning Checklists for Unit 1

Personalised Learning Checklist: Memory

Topics		Tick/ date when Achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
Processes of memory: encoding (input) storage and retrieval (output)	I can describe the processes of encoding, storage and retrieval I can describe different types of memory: episodic, semantic and procedural I can describe how memories are encoded and stored					
Structures of memory	I can describe the multistore model: sensory, short term and long term. I can explain the features of each store: coding, capacity, duration. I can explain primacy and recency effects in recall: the effects of serial position. I can describe and evaluate ***Murdock's serial position curve study (Key study 1)***					
Memory as an active process	I can describe the theory of Reconstructive Memory, including the concept of 'effort after meaning'. I can describe and evaluate ***Bartlett's War of the Ghosts study (Key study 2)*** I can explain the factors affecting the accuracy of memory, including interference, context and false memories.					

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Personalised Learning Checklist: Development

Topics		Tick/ date when Achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
Early brain development	I can explain the basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. I can describe the roles of nature and nurture.					
Piaget's stage theory and the development of intelligence **The role of Piaget's**	I can explain Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation. I can evaluate this theory. I can describe and evaluate the reduction of egocentricity and the development of conservation. I can describe and evaluate McGarrigle and Donaldson's 'naughty teddy study' ***(key study 1) and*** Hughes' 'policeman doll study' ***(key study 2).*** I can describe and evaluate the four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. I can apply these stages to education and evaluate this.					

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theory in education						
The effects of learning on development	I can explain and evaluate Dweck's Mind Set Theory of learning: fixed mind set and growth mind set. I can describe and evaluate the role of praise and self-efficacy beliefs in learning. I can explain different learning styles including verbalisers and visualisers. I can evaluate these. I can explain Willingham's Learning Theory and his criticism of learning styles.					

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Personalised Learning Checklist: Perception

Topics		Tick/ date when achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
Sensation and perception	I can describe the difference between sensation and perception					
Visual cues and constancies	I can describe - Monocular depth cues: height in plane, relative size, occlusion and linear perspective. Binocular depth cues: retinal disparity, convergence.					
Visual illusions	I understand the following explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy. I can recognise and explain the following examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.					
Gibson's direct theory of perception – the influence of nature	I can explain how the real world presents sufficient information for direct perception without inference. I understand the role of motion parallax in everyday perception.					
Gregory's constructivist theory of perception – the influence of nurture	I can explain how perception uses inferences from visual cues and past experience to construct a model of reality.					
Factors affecting perception	I understand perceptual set and the effects of the following factors affecting perception: culture, motivation, emotion, expectation. The Gilchrist and Nesberg study of motivation ***(Key study 5)*** and the Bruner and Minturn study of perceptual set ***(Key study 6).***					

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Personalised Learning Checklist: Research Methods

Topics		Tick/ date when achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
1 -Formulation of testable hypotheses.	I can formulate both a null hypothesis and alternative hypothesis					
2- Types of variable	I can identify the following variables: Independent variable, dependent variable, extraneous variables.					
3 - Research procedures	I understand the use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them).					
4 - Sampling methods	I understand target populations, samples and sampling methods and I know how to select samples using these methods: •random •opportunity •systematic •stratified I can state the strengths and weaknesses of each sampling method.					

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	I understand the principles of sampling as applied to scientific data (target populations, generalisation and bias)					
5 - Designing research	I can distinguish between quantitative and qualitative methods: I can explain the experimental method, including experimental designs - independent groups, repeated measures, matched pairs, including strengths and weaknesses of each I can state the features of laboratory, field and natural experiments I can explain the use of interviews, questionnaires, case studies and observation studies (including categories of behaviour and interobserver reliability). I can explain the strengths and weaknesses of each research method and types of research for which they are suitable.					
6 - Correlations	I understand these are an association between two variables and can use scatter diagrams to show possible correlational relationships. I can state the strengths and weaknesses of correlations. *Computation of formulae is not required.*					
7 - Planning and conducting research	I know how research should be planned, taking into consideration the reliability and/or validity of: •sampling methods •experimental designs					

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	•quantitative and qualitative methods.					
8 - Ethical considerations	I understand the ethical issues in psychological research as outlined in the British Psychological Society guidelines and ways of dealing with each of these issues.					
9 - Quantitative and qualitative data / Primary and secondary data	I can explain the difference between quantitative and qualitative data I can explain the difference between primary and secondary data.					
10 - Descriptive statistics	I understand and can calculate mean, median, mode and range.					
11 - Interpretation and display of quantitative data	I can construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation.					
12 -Normal distributions	I can identify the characteristics of normal distribution.					

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13 - Computation	I can recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures.					