



## GCSE Psychology – Personalised Learning Checklists for Unit 2

### Personalised Learning Checklist – Social influence

Topics		Tick/ date when Achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
Conformity	<p>I can identify and explain how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.</p> <p>I can outline and evaluate Asch’s study of conformity (<b>Key study 7</b>)</p>					
Obedience	<p>I can explain Milgram’s Agency theory of social factors affecting obedience including agency, authority, culture and proximity.</p> <p>I can explain dispositional factors affecting obedience including Adorno’s theory of the Authoritarian Personality</p>					
Prosocial behaviour	<p>I can define Bystander behaviour and identify and explain how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention.</p> <p>I can outline and evaluate Piliavin’s subway study (<b>Key study 8</b>)</p>					
Crowd and collective behaviour	<p>I can define prosocial and antisocial behaviour</p> <p>I can identify and explain the following social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) in terms of how they affect collective behaviour.</p>					



## GCSE Psychology – Personalised Learning Checklists for Unit 2

### Personalised Learning Checklist – Brain and Neuropsychology

Topics		Tick/ date when Achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
<b>Structure &amp; function of the nervous system</b>	<p>I can explain the divisions of the human nervous system: including the central and peripheral NS (somatic and autonomic).</p> <p>I can describe the basic functions of these divisions.</p> <p>I can explain the autonomic nervous system and the fight or flight response.</p> <p>I can describe and evaluate the James-Lange theory of emotion.</p>					
<b>Neuron &amp; structure &amp; function</b>	<p>I can explain the 3 types of neurons: sensory, relay and motor neurons.</p> <p>I can explain synaptic transmission: release and reuptake of neurotransmitters.</p> <p>I can describe excitation and inhibition.</p> <p>I have an understanding of how these processes interact.</p> <p>I can describe and evaluate Hebb's theory of learning and neuronal growth.</p>					
<b>Structure &amp; function of the brain</b>	<p>I can describe the brain structure of the frontal lobe, temporal lobe, parietal lobe, occipital lobe and the cerebellum.</p> <p>I can explain the basic function of these structures.</p> <p>I understand localisation of function in the brain: motor, somatosensory, visual, auditory and language areas.</p> <p>I can describe and evaluate Penfield's study of the interpretive cortex.</p>					
<b>An introduction to neuropsychology</b>	<p>I understand the basics of cognitive neuroscience.</p> <p>I can explain how the structure and function of the brain relate to behaviour and cognition.</p> <p>I can describe and evaluate the use of scanning techniques to identify brain functioning: CT, PET and fMRI scans.</p> <p>I can describe and evaluate Tulving's 'gold' memory study.</p> <p>I have a basic understanding of how neurological damage, e.g. stroke or injury can affect motor abilities and behaviour.</p>					



## GCSE Psychology – Personalised Learning Checklists for Unit 2

### Personalised Learning Checklist – Psychological Problems

	Topics	Tick/ date when Achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
<b>An introduction to mental health</b> <b>How the incidence of significant mental health problems changes over time</b>	I can describe the characteristics of mental health, e.g. positive engagement with society, effective coping with challenges. I understand the cultural variations in beliefs about mental health problems. I can describe increased challenges of modern living, e.g. isolation. I can explain the increased recognition of the nature of mental health problems and lessening of social stigma.					
<b>Effects of significant mental health problems on individuals and society</b>	I can describe the individual effects, e.g. damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing. I can describe the social effects, e.g. need for more social care,					
<b>Characteristics of clinical depression</b>	I can explain the differences between unipolar depression, bipolar depression and sadness. I understand the use of International Classification of Diseases in diagnosing unipolar depression: number and severity of symptoms including low mood, reduced energy levels, changes in sleep patterns and appetite levels, decrease in self-confidence.					
<b>Theories of depression</b> <b>Interventions or therapies for depression</b>	I can explain the biological explanation (influence of nature): imbalance of neurotransmitters, e.g. serotonin in the brain. I can describe the psychological explanation (influence of nurture): negative schemas and attributions.					



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	<p>I can describe and evaluate the use of antidepressant medications.</p> <p>I can describe and evaluate the use of cognitive behaviour therapy (CBT).</p> <p>I can explain how these improve mental health, reductionist and holistic perspectives. I can describe and evaluate Wiles' study of the effectiveness of CBT (<b>key study 13</b>)</p>					
<b>Characteristics of addiction</b>	<p>I can explain the difference between addiction/dependence and substance misuse/abuse.</p> <p>I can describe the use of International Classification of Diseases 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.</p>					
<b>Theories of addiction Interventions or therapies for addiction</b>	<p>I can explain the biological explanation (influence of nature): hereditary factors/genetic vulnerability. Kaij's twin study of alcohol abuse (<b>key study 14</b>).</p> <p>I can explain the psychological explanation (influence of nurture): Peer influence.</p> <p>I can describe and evaluate aversion therapy.</p> <p>I can describe self-management programmes, e.g. self-help groups, 12 step recovery programmes.</p> <p>I can explain how these improve mental health, reductionist and holistic perspectives.</p>					



# GCSE Psychology – Personalised Learning Checklists for Unit 2

## Learning Checklist: Language, thought & communication

Topics		Tick/ date when Achieved	Initial RAG	Completed revision notes	All past questions completed	Final RAG
<p><b>The possible relationship between language and thought</b></p> <p><b>The effect of language and thought on our view of the world</b></p>	<p>I can explain Piaget’s theory: language depends on thought. I can refer to young children, the development of language and logical thinking.</p> <p>I can evaluate this theory by referring to supporting evidence (Cromer 1974), the argument that language comes first and schemas.</p> <p>I can explain the Sapir-Whorf hypothesis: thinking depends on language.</p> <p>I can explain the strong and weak version arguments that language determines thought and discuss which version is better.</p> <p>I can evaluate this hypothesis by discussing if the differences are exaggerated, if thoughts become before language and I can refer to restricted and elaborated codes.</p> <p>I can describe variation in recall of events and recognition of colours, e.g. in Native American cultures: The Hopi and evaluate this.</p> <p>I can describe how language affects the recall of events and evaluate it.</p> <p>I can discuss the variation in recognition of colours in Native Americans: The Zuni.</p> <p>I can discuss how language affects recall of colour.</p>					



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<p><b>Differences between human and animal communication</b></p>	<p>I can explain the limited functions of animal communication (survival, reproduction, territory, food).</p> <p>I can explain that the properties of human communication that are not present in animal communication, e.g. plan ahead and discuss future events, creativity and single versus multiple channels.</p> <p>I can describe and evaluate Von Frisch's bee study: I can recall the aim, method, results and conclusions of this study.</p> <p>I can evaluate this study by referring to the scientific value of it, the fact that sound matters too and recognising other factors are important.</p>					
<p><b>Non-verbal communication</b></p>	<p>I can recall the definitions of non-verbal communication and verbal communication.</p> <p>I can explain the functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion.</p> <p>I can evaluate this by referring to real-world application, the use of rating scales and also be referring to artificial studies.</p> <p>I can explain body language including open and closed posture, postural echo and touch.</p> <p>I can evaluate this by referring to real world application, the fact that body language studies lack control and also that body language studies are unethical.</p>					



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	<p>I can explain what personal space is including cultural, gender and status differences.</p> <p>I can evaluate this by referring to real world application, I can argue that it may be over simplistic and that the samples are unrepresentative.</p>					
<p><b>Explanations of non-verbal behaviour</b></p>	<p>I can explain Darwin’s evolutionary theory of non-verbal communication as evolved and adaptive. I can compare this to human behaviour and explain serviceable habits.</p> <p>I can evaluate this by referring to research into facial expressions, research into new-borns and also discussing cultural differences in non-verbal communication.</p> <p>I can describe evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived.</p> <p>I can refer to evidence that non-verbal behaviour is learned by referring to contact versus non-contact cultures, gestures and explaining cultural differences.</p> <p>I can describe the aim, method, results and conclusions of Yuki’s study of emoticons.</p> <p>I can evaluate this study by referring to artificial materials, the fact that the study only tested one emotion and the use of rating scales may not be the best method of measurement.</p>					