

Edexcel GCSE Learning Intentions – Year 10

W/c 31/10/22

What? When? Why?	Lesson 1 Learning Intentions	Lesson 2 Learning Intentions	Lesson 3 Learning Intentions
1	Training day	Observational Methods 2. Students will be able to identify strengths and limitations with the different types of observational research carried out, offering potential solutions to the problems they identify. (Links to the concept of Reliability and Validity)	Gunderson’s Observational Study. Students to be able to outline how Gunderson conducted her research and how her findings both support and challenge Dweck’s Mindset theory. Students will be able to explain what is meant by a longitudinal study and why this is important in this context.
2	Gunderson’s Observational Study 2. Students will be able to identify strengths and limitations of Gunderson’s observational study, linking specifically to the issue of validity.	Design your own observational study. Students will be able to design their own observational research to be conducted around school to analyse the type of Mindsets being promoted through teacher praise. Students must be explicit when justifying their choice with reference to validity and reliability.	PAZ preparation
3 PAZ week	PAZ 1 (half lesson will be PAZ) Introduce Willingham’s Learning Theory – fact preceding skill and importance of practice and effort.	Willingham’s Learning Theory. Students to explain the concept of short-term memory and practice in the context of learning and educational settings. Students must be able to explain the concept of learning theory in the context of cognitive, physical and social development. Retrieval opp: Schemas, multistore memory model	Willingham’s Learning Theory 2. Students can offer advice to teachers and parents about how best to support the learners in their care by using Willingham’s learning theory. Evaluation of Willingham Key term: Schemas
4	Kohlberg’s Moral Development	Kohlberg’s Moral Development	End of topic reflection / review. PAZ feedback opportunity.

	<p>Students to outline and evaluate Kohlberg's theory of moral development in contrast to Piaget's.</p> <p>Students must be able to identify the three stages of development, associated cognitive features associated with each stage and explain what is meant by the Heinz dilemma.</p> <p>Piaget's moral development theory to be introduced.</p>	<p>Students can outline the research links that have associated stages of moral development with criminal behaviour, including the weaknesses of making such correlations.</p>	<p>Students should be able to demonstrate knowledge of all theories and research studies covered in this topic of the paper by achieving marks on exam paper questions and through multiple-choice quizzes.</p>
5	INSET DAY	<p>Students to be introduced to mental health issue of depression (description of symptoms for bipolar and unipolar depression), including the diagnosis using the International Classification of Diseases (ICD).</p>	<p>Genetic explanations of depression – students to explain the role of genotype and phenotypes in the development of behavioural characteristics and explain the difference between heterozygous and homozygous alleles.</p>
6	<p>Students to be able to explain the role of the SERT gene and how concordance rates are used to identify genetic influence of behaviour and characteristics.</p>	<p>Key Study: Caspi (2003) – Students to be able to outline the research by Caspi and outline the alleles associated with depression on the 5HTT gene.</p>	<p>Key Study: Caspi (2003) – students will be able to evaluate the research by Caspi including the potential applications of the findings.</p>
7	<p>Introduction to anti-depressants. Students to cover the structure of a neuron and synaptic transmission, including the role of neurotransmitters and summation.</p>	<p>Antidepressants: Students to explain how Tricyclics, SSRI's, SNRI's and MAOI's work to treat depression.</p>	<p>Antidepressants: Students can evaluate the usefulness of antidepressants by comparing the drugs to non-biological treatments and consider the practical strengths of using drug treatments for depression.</p>