

Edexcel GCSE Learning Intentions – Year 10 Term 1.2

What? When? Why?	Lesson 1 Learning Intentions	Lesson 2 Learning Intentions	Lesson 3 Learning Intentions
1	<p>Mindset Theory.</p> <p>Students must be able to explain the concept of Mindset theory and the difference between an incremental mindset and a fixed mindset.</p>	<p>Mindset Theory 2.</p> <p>Students will consider the strengths and limitations of Dweck’s Mindset theory, including applications and limitations relating to reductionism.</p>	<p>Observational Methods.</p> <p>Students must be able to explain the difference between a natural and controlled observation, including overt and covert.</p>
2	<p>Observational Methods 2.</p> <p>Students will be able to identify strengths and limitations with the different types of observational research carried out. (Links to the concept of Reliability and Validity)</p>	<p>Gunderson’s Observational Study.</p> <p>Students to be able to outline how Gunderson conducted her research. Students will be able to explain what is meant by a longitudinal study and why this is important in this context.</p>	<p>Gunderson’s Observational Study 2.</p> <p>Explain how her findings both support and challenge Dweck’s Mindset theory.</p> <p>Students will be able to identify strengths and limitations of Gunderson’s observational study, linking specifically to the issue of validity.</p>
3	<p>Willingham’s Learning Theory.</p> <p>Students to outline Willingham’s theory of learning, referring to importance of factual knowledge, effort and practice.</p>	<p>Willingham’s Learning Theory 2.</p> <p>Students to apply knowledge of Willingham’s theory to education, offering guidance about how best to support the learners, with consideration of motor and social development.</p>	<p>Evaluate Willingham’s theory.</p> <p>Students to consider the strengths and limitations of Willingham’s theory of learning, including the applications.</p>
4	<p>Kohlberg’s Moral Development.</p> <p>Students to outline Kohlberg’s theory of moral development.</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>Kohlberg’s Moral Development</p>	<p>Evaluate Kohlberg’s theory</p> <p>Students to consider the strengths and limitations of Kohlberg’s theory of learning, including the cultural issues identified with the theory.</p>	<p>Introduce new topic of psychological problems.</p> <p>Students to consider incidence of MH problems and effects of MH problems on society and individuals.</p>

5	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).	Genetic explanations of depression Introduce the nature nurture debate within the context of depression and how they interact (stress diathesis model). Introduce basic concepts such as genes (5HTT) and neurotransmitters (serotonin).	Consider evidence (e.g. twin studies and concordance rates, adoption studies) that support the idea depression is inherited through genes.
6	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.	Key Study: Caspi (2003) – students will be able to evaluate the research by Caspi including the potential applications of the findings.	Introduction to anti-depressants. Students to cover the structure of a neuron and synaptic transmission, including the role of neurotransmitters and summation.
7	Understand how antidepressants work to treat depression.	Evaluate use of drugs to treat depression, including the ethical debate surrounding drug treatments.	Summary / flash back lesson before Christmas break.