

Psychology		Curriculum Checkpoints: What do students know and what can they do?					YT Clips	Further guidance
Year 9		Developing	Securing	Mastering	Excelling			
Summative Comment								
Memory	Substantive Knowledge	<p>To be able to vaguely identify each type of memory. To have some understanding of the process in which memory is stored and encoded. ☐</p> <p>To be able to identify the different stores in the multi-store model of memory and briefly describe features of each store. To be able to identify the primacy and recency effect. To be able to describe Murdock's Serial position curve study. ☐</p> <p>To be able to describe the Theory of Reconstructive memory. To be able to vaguely describe the concept of 'effort after meaning'. To be able to describe some aspects of Bartlett's 'War of the Ghosts' study. To be able to describe some factors affecting the accuracy of memory (interference, context and false memories). ☐</p>	<p>To be able to identify each type of memory, i.e. episodic, semantic and procedural. To be able to describe the process of how memories are encoded and stored. ☐</p> <p>To be able to identify each store in the multi-store model of memory. To be able to describe features of each store. To be able to briefly describe the primacy and recency effect. To be able to describe Murdock's serial position curve. ☐</p> <p>To be able to briefly describe the Theory of Reconstructive memory. To be able to briefly describe the concept of 'effort after meaning'. To be able to briefly describe the aim, method, results and conclusion of Bartlett's 'War of the Ghosts' study. To be able to briefly describe and evaluate factors affecting the accuracy of memory (interference, context and false memories). ☐</p>	<p>To be able to identify each type of memory, i.e. episodic, semantic and procedural and give an example for each. To be able to describe the process of how memories are stored. To be able to identify and explain each store in the multi-store model of memory. To be able to describe features of each store in the multi-store model of memory in terms of coding, capacity and duration. To be able to describe and evaluate the primacy and recency effect. To be able to describe and evaluate Murdock's serial position curve. To be able to describe the Theory of Reconstructive memory. To be able to describe the concept of 'effort after meaning'.</p> <p>To be able to describe the aim, method, results and conclusion of Bartlett's 'War of the Ghosts' study. To be able to evaluate factors affecting the accuracy of memory (interference, context and false memories). To be able to use the above knowledge and apply it to a given scenario.</p>	<p>To be able to explain how memory is encoded, stored and retrieved. To be able to explain episodic, semantic and procedural memory while giving examples. To be able to evaluate the theory of how memories are encoded. To be able to explain each part of the structure of the multi-store model of memory. To be able to describe features of each store in terms of capacity, duration and coding. To be able to evaluate the multi-store model of memory. To be able to describe the primacy and recency effect. To be able to describe the aim, method results, and conclusion of Murdock's Serial Position Curve study. To be able to effectively evaluate Murdock's Serial Position Curve study. To be able to describe and evaluate the Theory of Reconstructive memory. To be able to describe the concept of 'effort after meaning'. To be able to effectively describe and evaluate Bartlett's 'War of the Ghosts' study. To be able to describe factors that affect the accuracy of memory: context, interference and false memories. To be able to effectively evaluate factors affecting the accuracy of memory (interference, context and false memories). To be able to effectively link & apply the above knowledge to a given scenario related to memory. To be able to use knowledge of research methods to critically evaluate research studies.</p>	<p>More information about this topic can be found here: https://www.youtube.com/watch?v=GpPowWc1tXI&t=7s</p>	<p>More information about the AQA specification can be found here: https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-8182-SP-2017.PDF</p>	
		Research methods	Substantive and Disciplinary Knowledge	<p>To be able to write hypotheses, identify variables (independent & dependent). Name different types of sampling (random, opportunity, systematic and stratified). Describe types of experiments: laboratory, field, natural. Describe self report techniques - interviews & questionnaires. Describe case studies & observations. To be able to describe different types of data (primary, secondary, quantitative and qualitative). To be able to state some ethical considerations when conducting research.</p>	<p>To be able to write hypotheses, identify variables (independent, dependent, control and extraneous), describe different types of sampling (random, opportunity, systematic and stratified), describe experimental methods: laboratory, field, natural, interviews, questionnaires, case studies, observations and some of their strengths and weaknesses. To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to identify types of correlation. To be able to state some ethical considerations when conducting research.</p>	<p>To be able to write hypotheses, identify variables (independent, dependent, control and extraneous), describe different types of sampling (random, opportunity, systematic and stratified) and evaluate them. Describe and evaluate experimental methods: laboratory, field, natural, interviews, questionnaires, case studies, observations. The student should be able to select which is the most appropriate method in a given scenario. To be able to explain the different experimental designs (independent groups, repeated measures and matched pairs). To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to describe the different types of correlation and explain why correlation does not mean causation. To be able to suggest which ethical guidelines should be considered when conducting different experiments.</p>	<p>To be able to write hypotheses, identify variables (independent, dependent, control, extraneous and confounding), describe and evaluate different types of sampling (random, opportunity, systematic and stratified). Describe, evaluate and compare experimental methods: laboratory, field, natural, interviews, questionnaires, case studies, observations. The student should be able to select which is the most appropriate method in a given scenario. To be able to compare and contrast the different experimental designs (independent groups, repeated measures and matched pairs). To be able to explain the importance of randomisation and counterbalancing. To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to describe the types of correlation and explain their strengths and weaknesses. To be able to identify which ethical guidelines should be considered when conducting different experiments and how to overcome them.</p>	<p>Videos on the research methods topic can be found on this channel: https://www.youtube.com/@PsychBoost/videos</p>
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