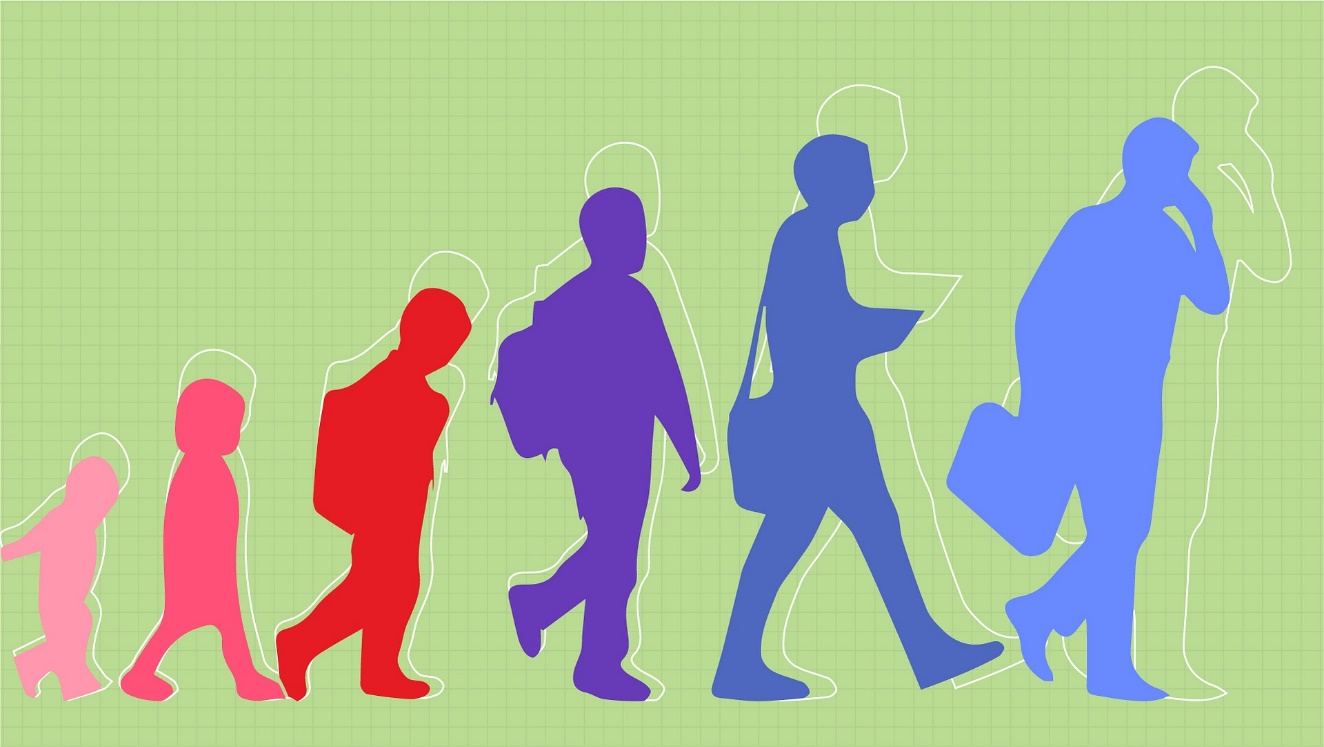
GCSE Psychology – ‘*Do Now’*Retrieval Practice Starters

**Development**



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Outline of early brain development**

Add description about 4 key parts of the brain already labelled below.

A picture containing text, map

Description automatically generated

1. **The roles of nature and nurture**

|  |  |
| --- | --- |
| **What is nature?** | **What is nurture?** |
| **Do the two interact?** | |

|  |  |  |
| --- | --- | --- |
| **How do the below things affect the growing brain?** | | |
| **Smoking** | **Infection** | **Voices** |

1. **Piaget’s theory**

* What does cognitive development mean?
* What is a schema?
* What is assimilation?
* What is accommodation?

1. **Evaluating Piaget’s theory**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Stages of cognitive development**

|  |  |  |
| --- | --- | --- |
| **Stage** | **Age** | **Key characteristics** |
|  | 0-2 |  |
| Pre-operational |  |  |
|  | 7-11 |  |
|  |  | Formal reasoning – able to deal with hypothetical ideas and abstract thinking. |

1. **Evaluating the stages of cognitive development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Piaget’s study of conservation**

* What is conservation?
* At what age/stage did Piaget suggest children are able to conserve?

Explain what is happening in each of the images below.



|  |  |  |
| --- | --- | --- |
|  |  |  |

1. **McGarrigle and Donaldson’s ‘naughty teddy study’**

Conclusions:

Results:

Aim:

1. **Evaluating McGarrigle and Donaldson’s ‘naughty teddy study’**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Piaget’s study of egocentrism**

* What is egocentrism?
* At what age/stage did Piaget suggest children are no longer egocentric?

Explain Piaget’s three mountain task.

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1. **Hughes ‘policeman doll study’**

Results:

Aim:

Conclusions:

1. **Evaluating Hughes ‘policeman doll study’**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Application of Piaget’s theory to education**

**Link to the stages…**

|  |  |
| --- | --- |
| **Sensorimotor** |  |
| **Pre-operational** |  |
| **Concrete operational** |  |
| **Formal operational** |  |

1. **Evaluating the application to education**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Dweck’s mindset theory of learning**

* What is a growth mind-set?
* What is a fixed mind-set?
* How would someone with a fixed mind-set deal with failure?

1. **Evaluating Dweck’s mindset theory of learning**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **The role of praise and self-efficacy**

* How does praise affect development?
* Why should effort be praised rather than performance?
* How does self-efficacy affect development?

1. **Evaluating the role of praise and self-efficacy**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Learning styles**
2. **Evaluating learning styles**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |

1. **Willingham’s learning theory**

* What does Willingham think of learning styles and why?
* Why does Lepper et al. suggest praise should be unexpected?
* What does Willingham suggest you need to help you with remembering something?
* How could people with a learning difficulty e.g. dyslexia be supported?

1. **Evaluating Willingham’s learning theory**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Point** | **Evidence** | **Explanation** |
| **Strength** |  |  |  |
| **Weakness** |  |  |  |