### Option 1 (Relationships or Gender or Cognition and development)

**Cognition and development  4.3.4**

Teach after Approaches 4.2.1, Biopsychology 4.2.2, Research methods 4.2.3, Issues and debates 4.3.1

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| Week 8                | Piaget’s stage theory of cognitive development.  
Key concepts/processes:  
- schemas  
- assimilation  
- accommodation  
- equilibration  
- operations.  
Stages of intellectual development and characteristics of the stages including:  
- object permanence  
- egocentrism  
- conservation  
- class inclusion.  
Research methods employed by Piaget.  
Weigh up strengths and limitations of theory and evidence.  
Drawing conclusions from evidence to support and refute the explanation.  
Using evidence to develop lines of argument.  
Application of theory to educational settings.  
Group work skills  
Presentation skills  
Creative transformation skills  
Providing feedback | Develop a critical appreciation of Piaget’s theory of cognitive development.  
Students will be able to:  
- explain key concepts processes, stages and their characteristics  
- distinguish between stages of development  
- describe and evaluate Piaget’s theory of cognitive development  
- describe and evaluate Piaget’s research studies  
- use research evidence to evaluate the theory  
- discuss issues and debates surrounding Piaget’s theory of cognitive development. | A1 “Piaget-The Man”. Students watch a short video clip of Piaget discussing his theory. The students are directed to make note of five key points that Piaget makes about his theory. At the end of the video the students are to place their sticky notes on the whiteboard for sharing. Tutor to share the information contained in the sticky notes and student to make notes of main points. Consolidation of learning – PowerPoint or Prezi additional video clips.  
A2 Video clips, VLE and gapped hand-outs presented to students relating to Piaget’s theory of cognitive development. Students take notes on the theory, recording the main details. Completion of gapped hand-out. Consolidation of learning using Prezi presentation.  
A3 Group work – in small groups students prepare a handbook aimed at providing new parents with insight into Piaget’s theories about how children think and learn. Recommendations to be made as to games and activities that could be used to support cognitive development. The handbooks will be presented to other groups.  
A4 Pair work - students provided with the materials to build a simulation of the Swiss Mountain. The students are then to role play a simulation of the research undertaken by Piaget. Students work in pairs to reflect on strengths and limitations of the mountain task as a means of assessing egocentricity.  
A5 Students presented with examples of different exam question styles application based on scenarios, multi choice, short answer. Students work in groups to generate exam style questions on Piaget’s theory with mark schemes. These are then passed to a different group who try to do the questions, check their answers against the mark scheme and provide feedback on whether the questions were effective in distinguishing who in their group understood the theory best. | Glossary of key concepts relating to Piaget’s theory.  
Video clips  
A1 PowerPoint [Slideshare: Piaget's Cognitive Development](https://www.slideshare.net/psych2000/piaget%27s-cognitive-development)  
A2 Prezi presentation [Prezi: Theories of Piaget and cognitive development](https://prezibase.com/8631)  
A2 VLE link [Simplypsychology: Developmental Psychology](https://www.simplypsychology.org/developmental-psychology.html)  
A2 Video clips [Object permanence YouTube: Object permanence 2](https://www.youtube.com/watch?v=Object_permance_2) |
### Specification Content

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<td>Vygotsky’s theory of cognitive development. Brief contextualisation of the work of Vygotsky.</td>
<td>Independent learning skills. Using different types of research evidence to evaluate theory/models. Weighing up the strengths and limitations of theory in terms of issues and debates. Application of theory to real life. Critical thinking: developing lines of argument drawing conclusions. Using criteria to compare theories. Groups work skills</td>
<td>Develop a critical appreciation of Vygotsky’s theory of cognitive development. Students will be able to: Explain key concepts and processes Describe and evaluate Vygotsky’s research studies Describe and evaluate Vygotsky’s theory of cognitive development Discuss issues and debates surrounding Vygotsky’s theory of cognitive development Compare and contrast Piaget and Vygotsky’s theory of cognitive development Discuss issues and debates surrounding Vygotsky’s theory of cognitive development</td>
<td>A1 Teacher presentation/class discussion of Vygotsky’s theory. Prezi presentation of the main aspects of Vygotsky’s theory to consolidate learning from the flipped classroom activity. Video clips to illustrate. Students add additional notes to copy of presentation. Discussion, Q&amp;A. A2 Flipped classroom – students to carry out independent research into evaluation of Vygotsky’s theory. Lesson activities based on research, Q&amp;A about the explanations, online assessment (multiple choice). A3 The “essay jigsaw” activity - students to be presented with a “mix and match essay” pieces. Learners are to work in pairs to put the pieces into a cohesive whole. This will provide the learners with an essay question relating to describe and evaluate Vygotsky question. This will be followed by the “Standardisation Meeting Activity”. Students to act as examiners at a standardisation meeting. They will mark the essay that they have constructed. Students will also be presented with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens. Extension activity: students to revisit the above essay and add additional material that would result in the essay being awarded an ‘A’ grade.</td>
<td>A1 Prezi presentation Prezi: Lev Vygotsky and The Zone of Proximal Development Prezi: Lev Vygotsky A1 Video Clips: Brief Introduction to Vygotsky’s theory YouTube: Vygotsky’s Developmental Theory - An Introduction A1 YouTube: Vygotsky’s Social Development Theory A1 Vygotsky’s zone of proximal development YouTube: Vygotsky’s Zone of Proximal Development A3 The jigsaw essay (to be laminated and cut up into paragraphs)</td>
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The role of:
- zone of Proximal development
- the role of others: experts
- scaffolding
- culture and the social nature of thinking
- semiotics and the role of language.

Applications of Vygotsky theory to educational settings.

Comparison of Piaget and Vygotsky’s theories of cognitive development.
**Option 1 (Relationships or Gender or Cognition and development)**

**Cognition and development  4.3.4**

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<td><strong>Week 10</strong></td>
<td><strong>Baillargeon’s explanation of early infant abilities, including innate core knowledge of the physical world ie causal reasoning.</strong>&lt;br&gt;Research Methods- the use of habituation stimuli and looking time in violation of expectation (VoE) tasks to assess object permanence the use of anticipatory looking (AL) in false belief tasks.&lt;br&gt;Expectations of infants at different ages about impossible physical events eg occlusion, containment, support, collision events Baillargeon(1986 , 1991). Infants ability to attribute to others misperceptions and false beliefs and their implications for development of “theory of mind” eg Onishi &amp; Baillargeon (2005). Comparison of Piaget, Vygotsky’s and Baillargeon’s theories of cognitive development.</td>
<td>Use of subject specific language/psychological terminology. Independent learning skills. Weighing the strengths and limitations of explanations. Research techniques – use of habituation and looking. Use research evidence to support and refute theory/explanations. Understanding of assessment criteria.</td>
<td>Develop critical appreciation of Baillargeon’s explanation of early infant abilities. Students will be able to: • Explain the methodology and main features of Baillargeon’s explanation of early infant abilities • Describe and evaluate Baillargeon’s research • Describe and evaluate Baillargeon’s explanation of early infant abilities • Discuss issues and debates surrounding Baillargeon’s explanation of early infant abilities • Compare Piaget, Vygotsky’s and Baillargeon’s theories of cognitive development. Linking to issues and debates.</td>
<td><strong>A1 Flipped classroom – Baillargeon’s explanation of early infant abilities including knowledge of the physical world ie causal reasoning– use materials and research to make notes at home about the different main features of theory. Watch video clips on Baillargeon’s discussion of her work. Lesson activities based on research. Different groups to present the features of the theory to the class with other groups adding any further information found. Q&amp;A about the explanation, team quizzes each team makes up 10 Qs for another team to answer.</strong>&lt;br&gt;<strong>A2 Students to investigate Baillargeon’s techniques for investigating infants’ understanding of physical events and false beliefs. Class discussion of their strengths and limitations and what should be inferred from infants’ ability to differentiate two stimuli in the VOE paradigm.</strong>&lt;br&gt;<strong>A3 Students to act as examiners at a standardisation meeting. They will be presented with an essay: “Discuss Baillargeon’s explanation of early infant abilities”. Students will be provided with a mark scheme. Students to mark essay and justify mark awarded. On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens.</strong></td>
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<td><strong>Week 11</strong></td>
<td>Development of Social Cognition</td>
<td>Creative transformation skills. Research techniques – use of dilemmas &amp; false belief tasks. Weigh up (consider) the strengths and weaknesses of Selman’s explanation in terms of issues and debates. Use of research evidence to support and refute theory. Independent learning skills Research skills</td>
<td>Develop an understanding of the development of social cognition. Students will be able to: Explain what is meant by social cognition. Outline the role of self in the development of social cognition. Explain Selman’s role taking dilemma technique. Describe and evaluate Selman’s stage theory of perspective or role-taking. Describe and use research evidence to evaluate Selman’s theory. Outline applications of Selman’s theory eg to an educational setting. Discuss issues and debates surrounding the explanations of social cognition. Explain what is meant by theory of mind and the use of false belief tasks. Outline research into factors associated with success on false belief tasks.</td>
<td>A1 Social Cognition – introduction to sharing of ideas of what is meant by social cognition. Completion of emotional intelligence test. Discussion of results and consideration of how we can further develop social cognition. Empathy games. Student activity – design an activity to be used in nursery schools to further develop social cognition in young children. A2 Understanding others perception and beliefs - “The Fake Smile Activity”. Teacher to carry out activity using the &quot;Fake Smile Test&quot; found on the BBC website. Students to act as participant and undertake the test. Discussion of implications of the scores and explanations for variations in scores. Extension – student to design a research study using the materials from the “Spot the Fake Smile test”. A3 Flipped classroom – Research Selman’s Stage Theory of perspective-taking and construct mind map of Selman’s theory. In class build a class mind map on whiteboard – all learners to contribute. Uploaded mindmap onto VLE. Consolidate learning – video of brief overview of Selman’s theory. A4 Peer Assessment Activity. Students to complete an essay describing and evaluating Selman’s theory of social cognition at home. Essay to be brought to next lesson. The essays are to be anonymised and each student to be randomly allocated an essay to check. A mark to be allocated in accordance with the mark scheme.</td>
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<td>Week 12</td>
<td>Application skills – TOM as an explanation of autism. Group work Research skills Presentation skills Creative transformation skills Critical evaluation of conclusions drawn from research.</td>
<td>Develop understanding of Theory of Mind as explanation autism and biological explanations for social cognition. Students should be able to: • Describe the key characteristics of autism • Outline briefly some of the suggested causes of autism • Describe the theory of mind explanation for autism • Describe and evaluate the work of Baron – Cohen in relation to autism. • Discuss the validity of false belief tasks • Outline biological explanation for social cognition • Explain the role of amygdala, orbitofrontal cortex • Explain the nature of mirror neurons, their role in social cognition and in understanding other's emotional states • Describe and evaluate research into the role of mirror neurons in social cognition eg Dapretto et al (2006) and implications of mirror neurons for TOM • Discuss issues and debates surrounding TOM and mirror neuron system as</td>
<td>• A1 Students to watch video clips on &quot;what is autism?&quot; Following this, working in small groups, students will design a &quot;What is Autism&quot; poster and a public information leaflet that could be used in a health clinic. • A2 Teacher presentation/class discussion - the work of Baron – Cohen as related to autism. Prezi presentation, video clips and workbook. Students to complete an in depth analysis of the Baron Cohen study method and findings including the validity of false belief tasks. Onishi &amp; Baillargeon (2005) and Lewis &amp; Osborne (1990). Review of learning and check on student work. • Extension activity – students to research into alternative explanations for autism and present findings to class. • A3 Group work. Students to watch short video clips on the research into autism. Students to make notes. Following this the students will design a test situation similar to those observed in the video clip eg Sally Anne Test/Smarties test. Students will be provided with a worksheet that will give them guidance on how to design a replicaion of a test situation to be used in a clinical setting. Students bring in old Sindy /Barbie/Action Man toys to use in their simulations. In addition, empty sweet boxes etc will be made available. Students create role plays which demonstrate theory of mind which will be presented to the group. • A3 Teacher Prezi presentation/class discussion of biological explanations of social cognition. TED video of mirror neurons: Workbook to accompany Prezi presentation. Students to watch RSA animations and take notes. Students then research how mirror neurons can explain how the brains of expert dancers or musicians respond when watching other experts perform. Bangert (2006), Glasser (2003). Class discussion and reference to Dinstein et al (2007) criticism of the interpretation of fMRI scan data. Nelson and Carpenter (2008) functions of mirror neurons oversimplified. • A4 Independent research students work in small groups/pairs to</td>
<td>A1 What is Autism? National Autistic Society YouTube: What is autism? A1 The Autistic Me ( BBC3 Series) YouTube: The Autistic Me part 1 of 6 A1 Autism in Pink YouTube: Autism in Pink Documentary Baron Cohen Autism ( an excerpt) - YouTube A2 Prezi presentation: Baron-Cohen Prezi: Baron Cohen et al A2 Interview Simon Baron-Cohen: Autism and Aspergers’s YouTube: Interview Simon Baron-Cohen: Autism and Aspergers A3 The &quot;False Belief&quot; Test: Theory of Mind YouTube: The &quot;False Belief&quot; Test: Theory of Mind YouTube: theory of mind A3 Sally Anne Test YouTube: Sally Anne Test A3 Prezi presentation:</td>
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| Empathy, Language acquisition. | explanations of social cognition. | produce a hand-out which evaluates biological explanations of social cognition. The hand out is to be no more than one side of A4 and is to be word processed. Evaluation sheets produced to be photocopied for each member of the group. Discussion of quality of hand-outs and consideration of what additional material is required – students to add additional points. | mirror neurons

A3 Mirror Neurons – an introduction (TED videos)
YouTube: The Mirror Neuron System: Understanding Others as Oneself

A3 The Empathic Society (RSA Animations)
YouTube: RSA Animate – The Empathic Civilisation

A3 Caroline Rigby: Mirror neurons

A3 BPS Research digest Is this first ever direct

Oxford School Blogs: BPS research digest and mirror neurons

Useful link: Cognitive development resources Psychexchange |
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| **Week 13**            | Practical research design skills  | Develop understanding of the research methods and data analysis and how scientific reports are written up. Design, carry out and present findings of research into gender differences in performance on the “eye test”.
|                       | Data collection and recording     | To be able to:  
|                       | Applying knowledge of statistical analysis by carrying out appropriate statistical tests.  
|                       | Math skills - use descriptive statistics %, tables, graphs etc to present data.  
|                       | Drawing conclusions from qualitative/quantitative data.  
|                       | Time management                   |      | A1 Students to work in groups to design a natural experiment into gender differences in performance on the “eye test”.
|                       | Understanding ethical obligations | Aim - for students to make design decisions informed by the strengths and limitations of research they have studied. Write operationalised hypotheses for their practical. Submit proposal to teacher for ethical and practical check. Justify their design decisions in a written up method section.
|                       | Critical thinking                 | Students will then go and gather data from P’s and share their data with their group who will then select and apply an appropriate statistical test and analyse their results. Data will be analysed to see if a significant difference exists at 0.05 level and the students will present their findings and write up a results section of a report. **Extension tasks** will be for student to write an introduction section of a practical report. Students will be directed to read the original research papers by Baron – Cohen (example provided in resources section).  |
|                       |                                   | A1 BPS Ethical guidelines for teachers and students of psychology  
|                       |                                   | A1 Worksheet explaining the practical activity and how it is to be presented.  
|                       |                                   | A1 Information sheet on hypotheses, methods section, design decisions, results section and how to analyse data statistically.  
|                       |                                   | A1 Practical key resource: Test your Social intelligence – the eye test  
|                       |                                   | Test your social intelligence!  
|                       |                                   | A1 Extension activity reading:  
|                       |                                   | The Reading the Mind in the Eyes Test Revised Version( original research paper Baron Cohen et all)  
|                       |                                   | Reading the Mind in Eyes  | A1    |

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| The Reading the Mind in the Eyes Test Revised Version( original research paper Baron Cohen et all)  
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