**Psychology Progress Card- Year 1**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_ Tutor\_\_\_\_\_\_\_\_ MEG\_\_\_\_\_\_\_\_\_

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| **Homework 1** | **Completed to satisfactory standard?** | **On time?** | **Assessment** | **Personal performance?** **C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TUC01T0M\300px-Sad_face[1].gif****C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HCCO1E2D\Bored_Face_by_Krasus[1].jpg** | **Feedback** |
| **Activity A** |  |  | **Spiral test 1**Research methods + approaches |  |
| **Activity B** |  |  | **Essay 1**Social |  |
| **Activity C** |  |  | **Class test** |  |
| **Activity D** |  |  | **Assessment 1**Social |  |

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| **Flashcards****Social influence** | C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SY585F08\364px-tick_green_modernsvg[1].png |
| Types of conformity |  |
| ISI and NSI |  |
| Asch:Group size, unanimity, task difficulty  |  |
| Zimbardo: social roles |  |
| Milgram: Why obey? agentic state and leg. Of authority, proximity, location and uniform |  |
| Authoritarian personality |  |
| Resisting obedience: social support and LOC |  |
| Minority influence |  |
| Social change |  |

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| Date | Issue | Action |
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| **Homework 2** | **Completed to satisfactory standard?** | **On time?** | **Assessment** | **Personal performance?** **C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TUC01T0M\300px-Sad_face[1].gif****C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HCCO1E2D\Bored_Face_by_Krasus[1].jpg** | **Feedback** |
| **Activity A** |  |  | **Spiral test** Research methods, social, approaches |  |
| **Activity B** |  |  | **Essay 2**Memory |  |
| **Activity C** |  |  | **Class test** |  |
| **Activity D** |  |  | **Assessment 2**Memory |  |

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| **Flashcards****Memory** | C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SY585F08\364px-tick_green_modernsvg[1].png |
| Multi-store Model |  |
| Features of stores: coding, capacity, duration |  |
| WMM |  |
| Features of WMM: coding and capacity |  |
| LTM- episodic |  |
| LTM- semantic |  |
| LTM- procedural  |  |
| Forgetting: pro and retro interference |  |
| Forgetting: retrieval failure |  |
| EWT- misleading info, leading Qs and post-event disc.  |  |
| EWT- anxiety |  |
| Cognitive interview |  |

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| **Mock** | Mark | Grade | Above MEG? | Retake? |
| Social |  |  |  |  |
| Memory |  |
| Total |  |

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| **Homework 3** | **Completed to satisfactory standard?** | **On time?** | **Assessment** | **Personal performance?** **C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TUC01T0M\300px-Sad_face[1].gif****C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HCCO1E2D\Bored_Face_by_Krasus[1].jpg** | **Feedback** |
| **Activity A** |  |  | **Spiral test 3**social, memory, approaches |  |
| **Activity B** |  |  | **Essay 3**attachment |  |
| **Activity C** |  |  | **Class test** |  |
| **Activity D** |  |  | **Assessment 3**attachment |  |

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| **Flashcards****Attachment** | C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SY585F08\364px-tick_green_modernsvg[1].png |
| Reciprocity & int. synchrony |  |
| Schaffer stages |  |
| Multiple att. & role of the father  |  |
| Animal studies: Lorenz & Harlow |  |
| Learning theory |  |
| Bowlby’s mono. theory |  |
| Critical period & in. working model |  |
| Ainsworth: Strange Situation |  |
| Types of attachment |  |
| Cultural variations |  |
| Bowlby- mat. Dep.  |  |
| Romanian orphans- institutionalisation |  |
| Influence of early att. on relationships |  |

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| Date | Issue | Action |
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| **Homework 4** | **Completed to satisfactory standard?** | **On time?** | **Assessment** | **Personal performance?** **C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TUC01T0M\300px-Sad_face[1].gif****C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HCCO1E2D\Bored_Face_by_Krasus[1].jpg** | **Feedback** |
| **Activity A** |  |  | **Spiral test 3**social, memory, attachment |  |
| **Activity B** |  |  | **Essay 4**Psychopathology |  |
| **Activity C** |  |  | **Class test** |  |
| **Activity D** |  |  | **Assessment 4**Psychopathology |  |

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| Date | Issue | Action |
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| **Flashcards****Psychopathology** | C:\Users\p.tanner.BHA.002\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\SY585F08\364px-tick_green_modernsvg[1].png |
| Dev from soc. Norms |  |
| Fail. Func. Adequately |  |
| Dev. From ideal M. H. |  |
| Statistical infrequency |  |
| char. Of phobias |  |
| char. Of depression |  |
| char. Of OCD |  |
| Behavioural approach: two-pro. model, CC. & O.C |  |
| Sys. Desensitization, flooding |  |
| Cognitive approach: Cog. Tri & ABC model |  |
| CBT |  |
| Biological approach: genetic & neural |  |
| Drug therapy |  |

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| **Mock** | Mark | Grade | Above MEG? | Retake? |
| Attachment |  |  |  |  |
| Psych. |  |
| Total |  |