Scott
Scott Medical and Healthcare College

Autumn Term

Term 1

Psychology

Year 11

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 11 Homework Timetable

GREENSHAW LEARNING TRUST

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Sparx Maths
Wednesday	Sparx Maths	Science Task 1	Option C Task 2
Thursday	Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Science Task 2	English Task 2	

Sparx Science

• Complete 100% of their assigned homework each week

Sparx Maths

• Complete 100% of their assigned homework each week

Option A
Geography
History

Option B
Geography
Health and Social Care

Option C
Childcare
Psychology
Sport

Half Term 1 (8 weeks) - Year 11		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 1 1st September 2025	**Cornell Notes on: Structure of the brain**	**Question**: Label the brain [2 marks]
Week 2 8th September 2025	**Revision Cards on: Phineas Gage**	**Question**: Strengths and Weakness of Damasio [4 marks]
Week 3 15th September 2025	**Cornell Notes on: Nervous System**	**Question**: Describe the function of a neuron [2 marks]
Week 4 22nd September 2025	**Revision Cards on: Agnosia/Prosopragnosia**	**Question:** Describe why some people cannot identify household objects [2 marks]
Week 5 29th September 2025	**Cornell Notes on: Lateralisation**	**Question**: Strengths and Weakness of using sex difference in brain regions [4 marks]
Week 6 6th October 2025	**Revision Cards on: Sperry**	**Question**: Apply Sperry to a scenario [2 marks]
Week 7 13th October 2025	**Cornell Notes on: How Psychology has changed over time**	**Question**: Assess how psychological understanding of the brain has changed over time [9 marks]
Week 8 20th October 2025	**Revision Cards on: Depression - symptom and features and genetic explanations**	**Question**: State two symptoms of unipolar depression [2 marks]

Half Term 2 (7 weeks) - Year 11		
Week / Date	**Homework task 1 Cornell Notes**	**Homework task 2 Exam Question**
Week 9 3rd November 2025	**Cornell Notes on: Caspi**	**Question**: Apply Caspi to a scenario [4 marks]
Week 10 10th November 2025	**Revision Cards on: Cognitive treatment of depression**	**Question**: CBT to a scenario [2 marks]
Week 11 17th November 2025	**Cornell Notes on: Addiction - symptoms and features**	**Question**: Addiction in women [2 marks]
Week 12 24th November 2025	**Mock Exams**	**Mock Exams**
Week 13 1st December 2025	**Mock Exams**	**Mock Exams**
Week 14 8th December 2025	**Cornell Notes on: Genetic explanation of addiction**	**Question**: Genetic explanation of addiction to a scenario [4 marks]
Week 15 15th December 2025	**Revision Cards on: Drug Therapies**	**Question**: Two weaknesses of drug therapies for addiction [6 marks]

Knowledge Organiser

Week 1 - Structure of the brain

What is the nervous system?

The nervous system is a control system, made up of the brain, the spinal cord, and the nerves which go into and out from the brain and spinal cord.

Because the brain and spinal cord do the main processing and controlling functions they are known as the Central Nervous System or CNS. The rest of the nerves in the body make up the Peripheral Nervous System.

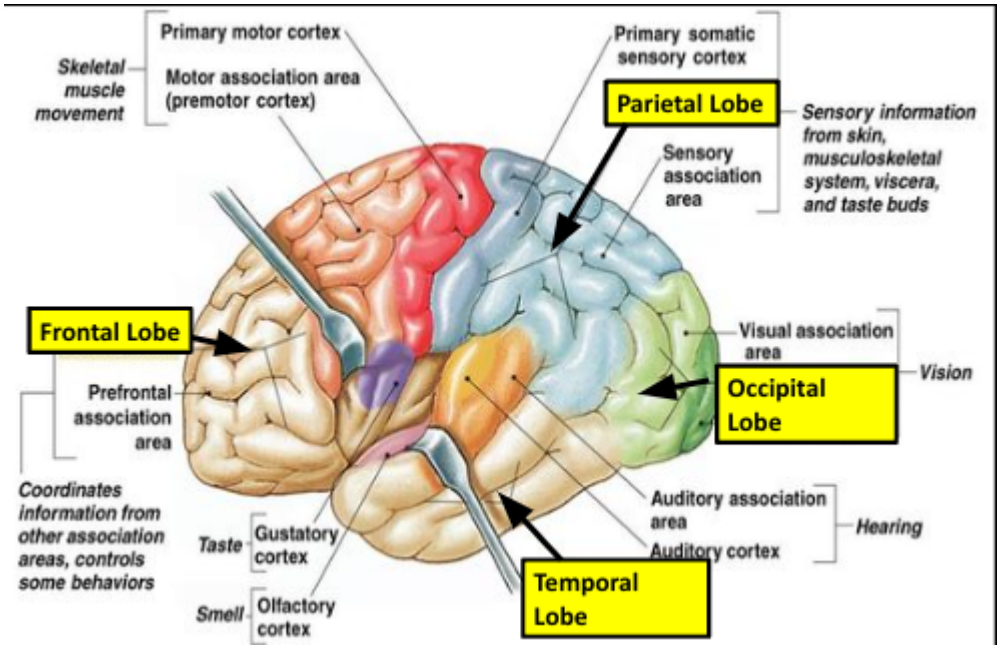
The brain interprets external sensations (via sensory receptors) so we can understand and safely navigate our external environment

Co-ordinate movement in relation to our external environment

Maintain optimum performance of the body eg. heart beat, breathing etc

Control emotions, memory

Performing higher order functions such as future planning, thinking, understanding and problem solving



Week 2 - Phineas Gage

In 1848, a 25-year-old railroad construction worker called Phineas Gage was involved in an accident. He worked for a railroad company in the USA and was responsible for detonations.

One day, Phineas Gage was distracted when preparing the ground for an explosion and sent a tamping iron (109 cm-long, 3 cm-thick fine-pointed iron rod) through his face, skull and brain. Somehow Gage survived the accident.

Procedures: The researchers used Gage's original skull and tamping iron (both of which were being kept in a museum in the USA). They performed a number of procedures to identify the location of damage in the brain and the passage of the iron spike through Gage's brain. These procedures included: X-rays of the skull, precise measurements of the skull and a 3D reconstruction of Gage's skull and brain. Then using a coordinate system mapped out the likely entry and exit points of the iron rod. This was based on reports from the time and more recent research. This narrowed twenty 'possibles' to five 'likelies' for entry, exit and passage through. After the accident, Gage had no deficits in movement, speech, new learning, memory or intelligence. However, his personality changed, he had become disrespectful, impulsive and less responsible.

All of the damage occurred in the frontal lobes Phineas Gage had problems (deficits) in the following areas: Difficulty making rational decisions about personal and social matters and in the processing of emotions.

Week 3 - Nervous System

> **Central nervous system (CNS):** the brain and spinal cord, which relays messages from the brain to the rest of the body to instruct it what to do.

> **Peripheral nervous system (PNS):** the system of nerves that connect the central nervous system (mainly the spinal cord) to the skin, muscles and organs in the body.

The CNS helps the brain and body communicate.
The sensory nerves in the body send messages to the brain via the spinal cord.
The spinal cord connects to the PNS.
The CNS makes the body do actions the brain is telling it to do.

Week 4 - Agnosia/Prosopagnosia

Visual agnosia is a problem in the way the brain processes visual information.
This means they can see but the brain is *unable to make sense* of the information it sees.

This results in a person not being able to recognise something that is shown to them even though they can see it and are familiar with it.

Visual agnosia is a disorder in which a person can see perfectly well but *cannot understand what they are seeing.*

This is due to damage to the *parietal lobe*

Prosopagnosia is sometimes called face-blindness.

People with prosopagnosia are unable to recognise faces even though they can see them perfectly well (even if they know the person really well).

This is caused by damage to the part of the brain near the back of the temporal lobe, next to the occipital lobe known as the fusiform face area (FFA)

Week 5 - Lateralisation

The lateralization of brain function refers to how some neural functions, or cognitive processes tend to be more dominant in one hemisphere than the other. The medial longitudinal fissure separates the human brain into two distinct and separate halves (cerebral hemispheres), connected by the corpus callosum
Asymmetrical function:
The left visual field is processed by the right hemisphere
The right visual field is processed by the left hemisphere
Brain size: The male brain is typically about ten percent larger than the female brain. Although the extra mass does give males more processing power, this doesn't make men more intelligent. Rather, science believes the reason for the increased brain mass is to accommodate the bigger body mass and muscle groups of the male (human).
Brain hemispheres: Most men are left-hemisphere dominant, while women tend to be more evenly balanced between left and right-hemispheres. Women also have a larger and more active corpus callosum and are therefore thought to be more intuitive, and sometimes better communicators. Men are often less socially adept, and are more task-oriented thinkers than females.
Language: Women often excel at language-based tasks for two reasons: the two brain areas that deal with language (the language centres) are larger in females, and females process language in both hemispheres while males favour using just one hemisphere (research challenges this claim!)
Emotions: Since women tend to have larger limbic systems than men, they're more in touch with their feelings and are better at expressing their emotions. This makes women better at connecting with others, but unfortunately also more prone to different types of depression and emotional disorders.

Week 6 - Sperry

1. Information on the left visual field is processed by the right hemisphere and information on the right visual field is processed by the left hemisphere.
2. When the corpus callosum is cut, information cannot be passed between the hemispheres.
3. The left hemisphere controls language and the right hemisphere controls visuo-spatial abilities.

The participants were 11 split brain patients who had had their corpus callosum cut to help treat their epilepsy. Sperry gave them various tasks to test how they processed different types of information in their split brains.
Task 1: Participants focused on the centre of a screen on which information was presented to the left and right side of the visual field at the same time (two different words or pictures were presented – one of the left and one on the right). Participants would then be asked to say the word/picture they had seen on the screen.
Task 2: Participants focused on the centre of a screen on which information was presented to the left and right side of the visual field at the same time (two different pictures were presented – one of the left and one on the right). Participants were asked to draw what they saw in each field with their left and right hand.
Sperry concluded that, without a Corpus callosum, information cannot be shared between the right and left hemispheres. He also concluded that the brain is lateralised.

Week 7 - How has Psychology changed over time

The study of Psychology first started in Germany in 1875 when Wilhelm Wundt opened the first psychology laboratory. Wundt was the first person who was really interested in studying people's thoughts in a methodical way (introspection).

Before this, people had not really considered what happened in our minds, they were more interested in the anatomy of the brain rather than what it does.

The case of Phineas Gage in 1848 started to get doctors interested in the way the brain controlled specific behaviours, but at this time it was not possible to study a person's brain until after they had died (post-mortem), which meant research into the link between the brain and behaviour was limited. Gage died 12 years after his accident and so making links between his brain damage and his behaviour was difficult because his behaviour could no longer be tested and his brain was no longer functioning.

In 1924, Hans Berger invented the EEG machine which could measure brain activity in a living brain.

In the 1970s brain scanning techniques such as MRI and PET were invented. These were able to show more detailed and accurate images of the internal structure and functioning of living brains, but cost a lot more to produce

Modern methods are currently being developed. High powered microscopes are now used to look at how individual neurons and synapses work. This is even more detailed than brain scans and so psychologists can work out exactly which parts of the brain control different behaviours.

Week 8 - Symptoms and Characteristics of Depression and Genetic Explanation

Unipolar depression: a type of mood disorder causing periods of feeling sad and lacking motivation to do everyday activities.

Monozygotic twins: twins developed from one fertilised egg that has split into two; monozygotic twins are genetically identical.

Dizygotic twins: twins developed from two different eggs fertilised during the same pregnancy; dizygotic twins are not genetically identical.

Genetic predisposition: a biological tendency to develop a particular behaviour as a result of the genes someone has.

Diathesis-stress model: an explanation for depression that claims people can have a gene that makes them more likely to develop depression, but only if they face a stressful situation that triggers depressive thoughts.

Physical (Tired, weight loss, difficulty sleeping)

Behaviours (withdrawal from others, doesn't get things done, stops doing enjoyable activities, difficulty concentrating)

Thoughts ("It's my fault" "I'm a failure" "Life is not worth living".

Feelings (Unhappy, overwhelmed, frustrated

Genetic explanation: 17 different gene variations are linked to developing depression. McGuffin et al. (1996) found that if one MZ twin became depressed, there was a 46% chance that their twin would also become depressed. This decreased for DZ twins, at only 20%. However, maybe there needs to be an environmental stressor that triggers depressive thoughts (diathesis stress model).

Nature - biological factors that can influence a person's behaviour.

- Caspi found evidence that having the two short versions of the 5-HTT gene affects the amount of serotonin available - Low levels of serotonin = depression.

Week 9 - Caspii

Caspi et al (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Gene

Aim: To see why stressful experiences lead to some people developing depression and the role of serotonin.

Procedure: 847 Participants were grouped depending on their variation of the 5-HTT gene. Stressful life events were measured between their 21st and 26th birthday. Depressive symptoms were measured at age 26.

Results: Stressful life events predicted major depression among carriers of two short versions of the 5-HTT gene. **Conclusion:** The 5-HTT gene interacts with life events to predict depressive symptoms. Those carrying the long version of the 5-HTT gene were less likely to develop depression.

Week 10 - Cognitive Treatment for Depression

Cognitive theory: an explanation that focuses on how thought processes influence behaviour

Negative triad: a set of three thought patterns where people feel bad about themselves, the future and the world in general.

CBT: Aims to change the way that people think in order to change their behaviour. Irrational ways of thinking are challenged and replaced with rational ones.

- **Strength** - evidence that it is effective (Beltman) - depressed patients treated with CBT improved compared to those still waiting for treatment.
- **Weakness -** It relies on patients wanting to change their behaviour.

Week 11 - Addiction symptoms and characteristics

Addiction: a mental health problem that means people need a particular thing – a substance or an activity – in order to be able to go about their normal routine.

Withdrawal: a set of unpleasant physical or psychological symptoms someone gets when they are trying to quit or cannot satisfy their addiction

Tolerance to substance, a feeling that you must take or do something, withdrawal symptoms, ignoring evidence that it is harmful, difficult to stop

MOCK WEEKS

Week 14 - Genetic explanations for addiction

Genetic: DDR2 gene linked to depression (A1 variation of this gene)

Twin studies - if one monozygotic twin is a smoker it is likely the other will be

Nature - biological factors that can influence a person's behaviour.

- DDR2 gene is linked with addiction - A1 version is thought to affect the way the brain reacts to pleasure (they need to do it more).

Week 15 - Drug Therapies

Drug therapy - Depression: Antidepressant drugs work on increasing the levels of neurotransmitters such as serotonin. Types include: SSRIs and SNRIs.

- **Strength** - allows patients to improve enough to then also engage with other therapies.
- **Weakness** - side-effects e.g. disturbed sleep.

Drug therapy - addiction: Drugs can reduce withdrawal symptoms and can reduce cravings (e.g. nicotine replacement therapy)

- Strength - evidence it is effective - 75% of gambling addicts who were treated with naltrexone showed improvements in their symptoms.
- Weakness - giving a heroin addict methadone is just replacing one dependency with another.

Placebo: an inactive substance, or 'fake pill', used instead of an active substance. The person given a placebo will not know it is fake.

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- **Jot down key ideas, important words and phrases**
- **Create questions that might appear on an exam**
- **Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.**

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- **Use bullet points, abbreviated phrases, and pictures**
- **Avoid full sentences and paragraphs**
- **Leave space between points to add more information later**

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.
What: At the end of the class lecture, discussion, or reading session.
How: In complete sentences, write down the conclusions that can be made from the information in your notes.
Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Topic: Structure of the Brain	Revision guide page:

Links **Questions**	**Notes**

Summary

WEEK 1: Exam Question (Homework task 2)

Question: **Figure 4** shows an image of a human brain.
Complete the boxes provided with the areas of the brain. (2)

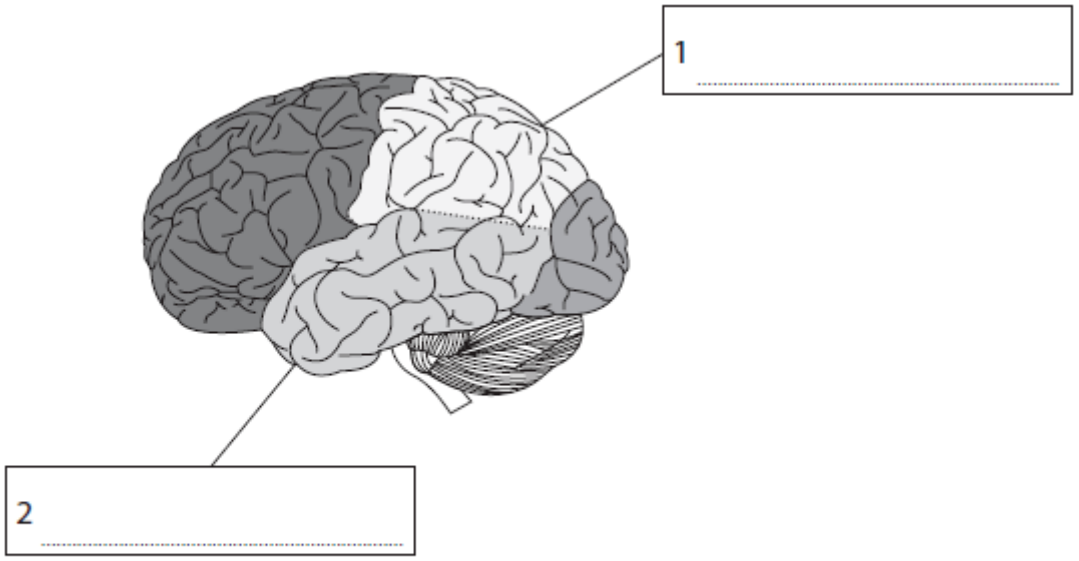


Figure 4

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

Question: Allan was recently involved in a motorcycle accident.
He has damaged his frontal lobes, with specific damage in the ventromedial region and Broca's area.

Allan visited a psychologist who has predicted that in the future he will have difficulty making rational decisions, but all other functions will remain intact.

Explain **one** strength and **one** weakness of using Damasio et al.'s (1994) study as an explanation for the psychologist's prediction. (4)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Nervous System	Revision guide page

Links **Questions**	**Notes**

Summary

WEEK 3: Exam Question (Homework task 2)

Question: Describe the function of a neuron. (2)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question (Homework task 2)

Question: Charlotte suffered neurological damage. She is now unable to recognise some household items, including a kettle, lamp, telephone and computer when she sees them.
Explain why Charlotte cannot recognise these items.

You should refer to a concept of neurological damage in your answer. (2)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Topic: Lateralisation	Revision guide page

Links **Questions**	**Notes**

Summary

WEEK 5: Exam Question (Homework task 2)

Question: Ahmed is male and enjoys competitive activities that use spatial ability, whereas Sadiah is female and enjoys cooperative activities that use language ability.
Explain **one** strength and **one** weakness of lateralisation as an explanation for the sex differences between Ahmed and Sadiah. (4)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Exam Question (Homework task 2)

Question: Hina is a split brain patient from Japan who has had the corpus callosum, which connects the two hemispheres in the brain, severed.
Hina goes to a magic show one evening. During the magic show the magician asks for a volunteer and she volunteers and has to go on stage. Whilst on stage Hina is asked to select an object from inside a bag and choose one of the objects (but keep the object inside the bag). Hina uses her left hand to pick a marble.

The magician tries to guess the object Hina has picked and writes down his answer and puts it inside an envelope. Hina is asked to say to the audience which object she picked before the contents of the envelope are revealed.

(a) Explain what Hina is likely to say.

You should refer to Sperry (1968) in your answer.

(2)

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(b) Explain **two** weaknesses of using Sperry (1968) to account for what Hina is likely to say.

(4)

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WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Topic: How Psychology has changed over time	Revision guide page

Links **Questions**	**Notes**

Summary

WEEK 7: Exam Question (Homework task 2)

Question: After conflicts such as the First or Second World Wars, victims were left with damaged brains. Soldiers who returned home with damaged brains found their level of functioning was impaired. Some also returned home suffering from psychological problems.
Case studies of brain-damaged patients have helped researchers to study the brain and from this they have attempted to propose how the structure and function of the brain affect human behaviour and processing.

Damage to a specific brain area can lead to theories about the function of that region, which may change over time as greater knowledge is amassed through research using improved technology.

Assess how psychological understanding of the brain has changed over time.

(9)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Exam Question (Homework task 2)

Question: State **two** symptoms of unipolar depression according to the International Classification of Diseases (ICD). (2)

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 9: Cornell Notes (Homework task 1)

Topic: Caspi	Revision guide page

Links **Questions**	**Notes**

Summary

WEEK 9: Exam Question (Homework task 2)

Question: Bob has two children. One of his children has been diagnosed with cancer twice but recovered both times. His father, who suffered from depression, has recently died and Bob also lost his job in the recruitment industry.
Explain how likely Bob is to develop depression.

You should refer to Caspi et al. (2003) in your answer. (2)

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 10: Exam Question (Homework task 2)

Question: Jonah is investigating the influence of different information on whether patients will consider using cognitive behavioural therapy (CBT) for depression.
Jonah gave a group of patients with depression one of two information articles.

- Article one included a case study of a woman with depression who attended CBT sessions and her symptoms reduced over time (group 1).
- Article two included some research evidence supporting the effectiveness of CBT for depression (group 2).

After each group of patients had read their information article, they had to rate how convincing they found the information article for helping with depression and how likely they were to attend CBT.

The articles were rated by the patients on a scale of 1-10, where 1 was extremely unconvinced and unlikely to attend CBT and 10 was extremely convinced and extremely likely to attend CBT.

Table 3 shows a summary of Jonah's results.

Group	Average rating of how convinced they were of CBT helping with their depression (1–10)	Average likelihood of attending CBT after reading the information article (1–10)
Group 1: patients given an information article that included a case study	8.7	7.0
Group 2: patients given an information article that included research evidence	6.5	7.1

Table 3

(a) Explain **one** conclusion that can be made from the data in **Table 3**.

(2)

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(b) Explain **one** improvement that Jonah could have made to his investigation.

(2)

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WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 11: Cornell Notes (Homework task 1)

Topic: Addiction - symptoms and features	Revision guide page:

Links **Questions**	**Notes**

Summary

WEEK 11: Exam Question (Homework task 2)

Question: An example of a disorder that is increasing in society is alcohol addiction. Drinking alcohol has become more socially acceptable for women, and alcohol addiction has also been increasing in women.

Explain **one** reason why incidences of alcohol addiction may be increasing in women. (2)

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 12: Assessment Week Revision (Homework task 1)

Topic

WEEK 12: Assessment Week Revision (Homework task 2)

Topic

WEEK 13: Assessment Week Revision (Homework task 1)

Topic

WEEK 13: Assessment Week Revision (Homework task 2)

Topic

WEEK 14: Cornell Notes (Homework task 1)

Topic: Genetic explanation of addiction	Revision guide page

Links **Questions**	**Notes**

Summary

WEEK 14: Exam Question (Homework task 2)

Question: Olivia has been consuming large amounts of a drug and finds it difficult to stop once she has started. Olivia has now been diagnosed with addiction.
Olivia's mother and father had similar problems with the same drug and were also diagnosed with addiction.

Explain why Olivia may have developed an addiction to the drug.

You should refer to the influence of genes in your answer. (4)

Answer:

WEEK 14: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 15: Exam Question (Homework task 2)

Question: Claire recently got her dream job working as an architect for a major firm. After work each day, she goes home and takes a drug recreationally.
Due to the stress of her new job combined with family life, Claire is also taking the drug recreationally at the weekend.

When she stops taking the drug, Claire now experiences severe physical symptoms, such as vomiting and shaking. Claire has started taking the drug before work to 'calm her nerves'. She has recently been diagnosed with addiction to the drug.

(a) Explain **one** way drugs could be used as a treatment for Claire's addiction.

(2)

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(b) Explain **two** weaknesses of using drugs as a treatment for Claire's addiction.

(4)

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WEEK 15: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 2

Revision Card on : Phineas Gage 1. How old was PG when he was impaled? 2. What were the dimensions of the metal rod? 3. Name some deficits that PG had after the accident?	**Answers**

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Week 4

Revision Card on Agnosia/Prosopagnosia 1. What does visual agnosia cause? 2. What does prosopagnosia cause? 3. What is prosopagnosia sometimes called? 4. What area of the brain is damaged if you have visual agnosia? 5. What area of the brain is damaged if you have prosopagnosia?	**Answers**

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Week 6

Revision Card on Sperry 1. Where is information presented in the right visual field processed in? 2. How many participants were there in Sperry's experiment? 3. How many tasks did the participants do? 4. What were the findings of Sperry's experiment?	**Answers**

Week 8

Revision Card on Depression (symptoms and genetic explanations)	**Answers**
1. Define unipolar depression 2. What is the difference between monozygotic twins and dizygotic twins? 3. What did McGuffin find?	

Week 10

Revision Card on Cognitive Treatment for Depression	**Answers**
1. Define cognitive theory 2. What is the 'negative triad'? 3. Name a strength of CBT 4. Name a weakness of CBT	

Week 15

Revision Card on Drug Therapies	**Answers**
1. What are antidepressant drugs? 2. What is the strength of drug therapy? 3. What is a weakness of drug therapy? 4. What is a placebo?	