



**Autumn Term  
Term 1**

# **Psychology**

**Year 11**

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

**Tutor:** \_\_\_\_\_

*Care to Learn,  
Learn to Care*

# Year 11 Homework Timetable

|                  |                                  |                             |                          |
|------------------|----------------------------------|-----------------------------|--------------------------|
| <b>Monday</b>    | <b>English</b><br>Exam Question  | <b>English</b><br>Sparx     | <b>Maths</b><br>Sparx    |
| <b>Tuesday</b>   | <b>Option A</b><br>Exam Question | <b>Science</b><br>Carousel  | <b>Science</b><br>Sparx  |
| <b>Wednesday</b> | <b>Option B</b><br>Exam Question | <b>Option A</b><br>Carousel | <b>Maths</b><br>Sparx    |
| <b>Thursday</b>  | <b>Option C</b><br>Exam Question | <b>Option B</b><br>Carousel | <b>Science</b><br>Sparx  |
| <b>Friday</b>    | <b>Science</b><br>Exam Question  | <b>Option C</b><br>Carousel | <b>Catch Up</b><br>Sparx |

## Sparx Science

- Complete 100% of their assigned homework each week

## Sparx Maths

- Complete 100% of their assigned homework each week

| Option A  |
|-----------|
| History   |
| Geography |

| Option B               |
|------------------------|
| Health and Social Care |
| Languages              |
| Drama                  |

| Option C               |
|------------------------|
| Psychology             |
| Health and Social Care |
| Sport                  |

### Half Term 1 (7 weeks) - Year 11

| Week / Date                   | Homework task 1<br>Exam Question                                                                     |
|-------------------------------|------------------------------------------------------------------------------------------------------|
| Week 1<br>7th September 2026  | <b>Question:</b> Label the brain [2 marks]                                                           |
| Week 2<br>14th September 2026 | <b>Question:</b> Strengths and Weakness of Damasio [4 marks]                                         |
| Week 3<br>21st September 2026 | <b>Question:</b> Describe the function of a neuron [2 marks]                                         |
| Week 4<br>28th September 2026 | <b>Question:</b> Describe why some people cannot identify household objects [2 marks]                |
| Week 5<br>5th October 2026    | <b>Question:</b> Strengths and Weakness of using sex difference in brain regions [4 marks]           |
| Week 6<br>12th October 2026   | <b>Question:</b> Apply Sperry to a scenario [2 marks]                                                |
| Week 7<br>19th October 2026   | <b>Question:</b> Assess how psychological understanding of the brain has changed over time [9 marks] |

**Half Term 2 (6 weeks) - Year 11**

| <b>Week / Date</b>            | <b>Homework task 1<br/>Exam Question</b>                             |
|-------------------------------|----------------------------------------------------------------------|
| Week 8<br>9th November 2026   | <b>Mock Exams</b>                                                    |
| Week 9<br>16th November 2026  | <b>Mock Exams</b>                                                    |
| Week 10<br>23rd November 2026 | <b>Question:</b> State two symptoms of unipolar depression [2 marks] |
| Week 11<br>30th November 2026 | <b>Question:</b> Apply Caspi to a scenario [4 marks]                 |
| Week 12<br>7th December 2026  | <b>Question:</b> CBT to a scenario [2 marks]                         |
| Week 13<br>14th December 2026 | <b>Question:</b> Addiction in women [2 marks]                        |

# Knowledge Organiser

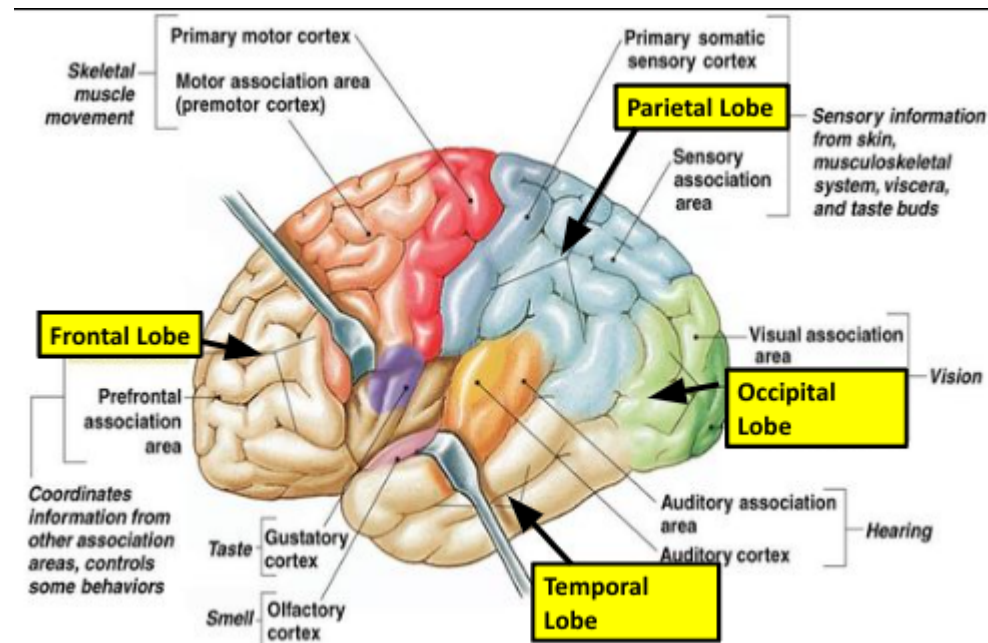
## Week 1 - Structure of the brain

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.

The brain maintains optimum performance of the body eg. heart beat, breathing etc. and controls emotions and 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:** 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:** 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 lateralisation 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 on 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 on 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 - Mock Assessments. Independent Revision**

### **Week 9 - Mock Assessments. Independent Revision**

### **Week 10 - 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 11 - 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 21<sup>st</sup> and 26<sup>th</sup> 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 12 - 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 13 - Addiction symptoms and characteristics**

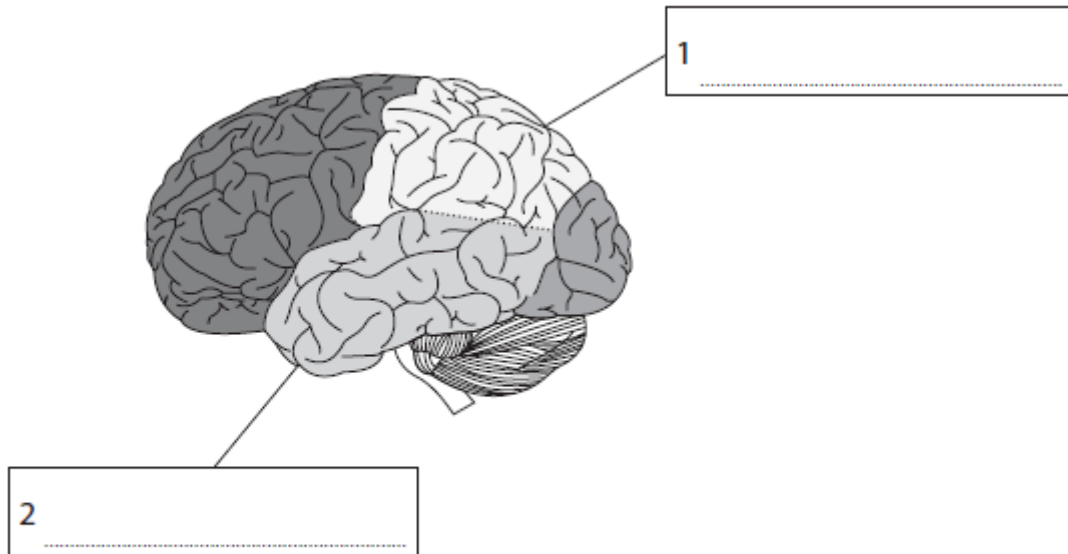
**Addiction:** a mental health problem that means people need a particular thing – a substance or an activity – in order to be able to go about their normal routine.

**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

## WEEK 1: Exam Question

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

(2)



**Figure 4**

Answer:

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## WEEK 1: Exam Question review and improvement (Classwork)

Answer:

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## WEEK 2: Exam Question

**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:

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## WEEK 2: Exam Question review and improvement (Classwork)

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## WEEK 3: Exam Question

**Question:** Describe the function of a neuron.

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Answer:

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## WEEK 3: Exam Question review and improvement (Classwork)

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## WEEK 4: Exam Question

**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:

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## WEEK 4: Exam Question review and improvement (Classwork)

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## WEEK 5: Exam Question

**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)

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## WEEK 5: Exam Question review and improvement (Classwork)

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## WEEK 6: Exam Question

**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)

Answer:

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## WEEK 6: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 7: Exam Question

**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.

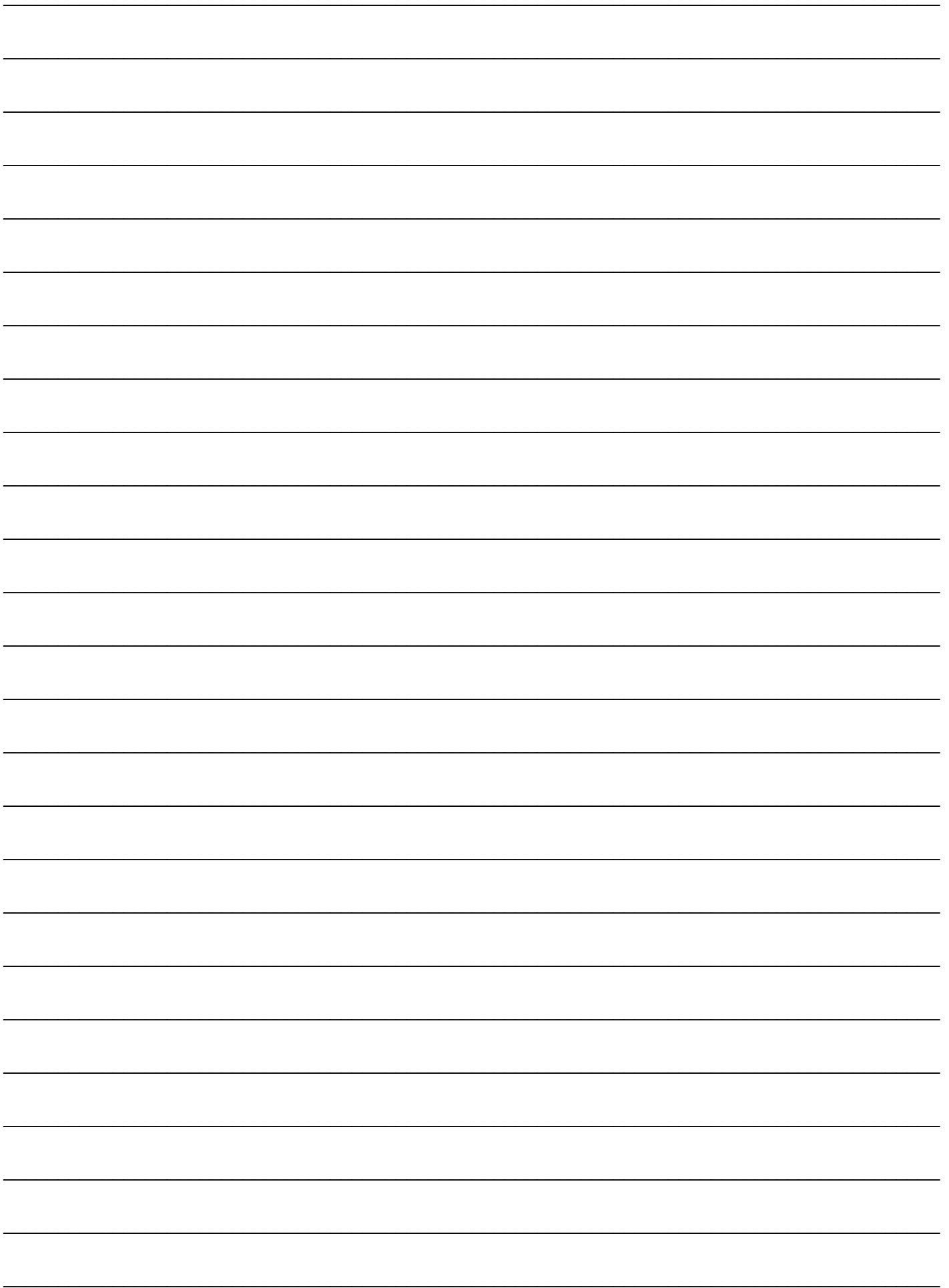
Damage to a specific brain area can lead to theories about the function of that region, which may change over time as greater knowledge is amassed through research using improved technology.

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

(9)

Answer:

[illegible]



## WEEK 7: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 8: Exam Question

**Question:** No exam question due to mock assessments

Answer:

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## WEEK 8: Exam Question review and improvement (Classwork)

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## WEEK 9: Exam Question

**Question:** No exam question due to mock assessments

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## WEEK 9: Exam Question review and improvement (Classwork)

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## WEEK 10: Exam Question

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

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## WEEK 10: Exam Question review and improvement (Classwork)

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## WEEK 11: Exam Question

**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)

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## WEEK 11: Exam Question review and improvement (Classwork)

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## WEEK 12: Exam Question

**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 12: Exam Question review and improvement (Classwork)**

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## WEEK 13: Exam Question

**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)

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## WEEK 13: Exam Question review and improvement (Classwork)

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