

How to Use these Sheets

The sheets contained in this document are intended to help you focus your intervention programme.

This Document contains:

- 1 This sheet of 'Instructions'
- 2 Student Tracker
- 3 Teacher Tracker

The PiXL Process

At the heart of the PiXL process is the concept of **DIAGNOSIS - THERAPY - TESTING**.

If **DIAGNOSIS** is thorough and systematic then we are much more likely to be effective in targeting inte than relying upon a series of general revision sessions. It is crucial that objective **TESTING** takes place for insecurity has been converted into a learning security.

This **PERSONALISED LEARNING CHECKLIST** will enable you to conduct a thorough and systematic **DIAG** their target status:

The diagnostic judgement results in 1 of 3 conclusions:

- •An individual student is 'Secure' in this topic. 'Secure' means they can recall this knowledge or skill: sc
- A student is 'Insecure' in this topic. 'Insecure' meaning that they have some grasp of the topic betwee
- •A student has 'No Understanding' of this topic, meaning that they are scoring less than 50% and there topic

The sheets contained in this document are **conditionally formatted**. Therefore, if you enter a '1' for 'Se and the cell will turn Yellow. Enter a '3' for 'No Recall' and the cell will turn Red.

This exercise will identify two vital elements which will enable you to target intervention with laser pre

- •The specific individual learning needs of each student in the target group which can be addressed thro
- •The topics which need to be taught to whole groups. This may be because they have yet to be taught

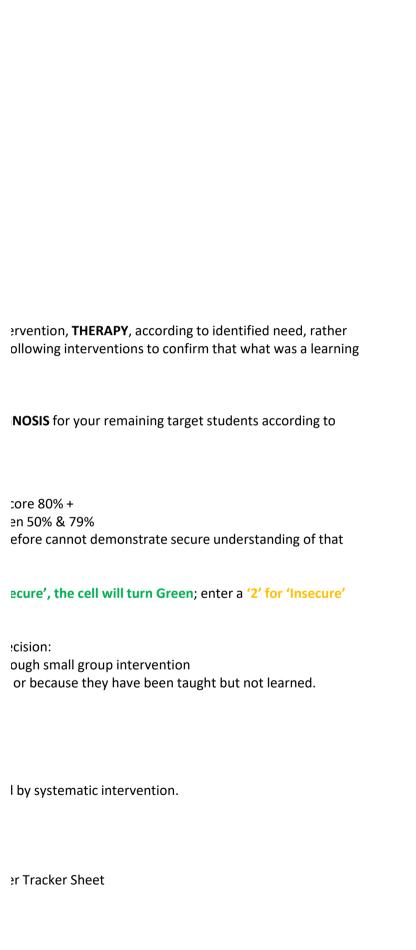
Testing (Diagnosis) should be regular and systematic:

Knowledge tests
Recall questions at the start or end of the lesson
Short topic tests

The emphasis will be on carefully **PLANNING** opportunities for testing throughout the lessons followed

How to Use these sheets

- 1- Enter student names and target grades into the Teacher Tracker sheet
- 2 Enter topic and knowledge into the Student Tracker these will automatically feed into your Teache





Personalised Learning Checkl

Course and Examining Board:	AQA Psychology	
Unit of Work:	Social Influence	
Topic	Knowledge	
	Define 'social influence'	
	Define 'conformity'	
	Explain why people conform – social and dispositional factors	
	Describe a piece of research into majority influence – group pressure (Asch)	
	Evaluate research into majority influence	
Conformity	Apply knowledge to a recent example of conformity	
	Define 'obedience'	
	Explain why people obey	
	Outline the differences between conformity and obedience	
	Describe a piece of research into obedience to authority (Milgram)	
	Evaluate research into obedience to authority	
	Describe and evaluate 'Agency theory'	
	Apply knowledge to a recent example of obedience	
Obedience	Describe and evaluate the 'authoritarian personality'	
	Define 'prosocial behaviour'	
	Define 'bystander behaviour'	
	Describe and evaluate a piece of research into prosocial behavior (Piliavin)	
	Explain why some people do and some people don't help others – social factors	
	Apply knowledge to a recent example of bystander behaviour	
Pro social behaviour		_

	Define 'antisocial behaviour'	
	Describe 'deindividuation 'using a piece of research	
	Describe and evaluate a case study on crowd and collective behavior (Reicher)	
	Examine social and dispositional factors in explaining crowd behaviour	
	Apply knowledge to a recent example of crowd and collective behaviour	
Crowd and Collective behaviour		

_6.4	RAG					
R/	HG T					



Personal Learning Checklist

Unit of work:							
TOPIC				Confo	ormity		
Student Name	Target Grade	Define 'social influence'	Define 'conformity'	Explain why people conform — social and dispositional factors	Describe a piece of research into majority influence – group pressure (Asch)	Evaluate research into majority influence	Apply knowledge to a recent example of conformity

	Obedience			Pro social
Define 'obedience' Explain why people obey	Outline the differences between conformity and obedience Describe a piece of research into obedience to authority (Milgram)	Evaluate research into obedience to authority Describe and evaluate 'Agency theory'	Apply knowledge to a recent example of obedience Describe and evaluate the 'authoritarian personality'	Describe and evaluate a piece of research into prosocial behavior (Piliavin)

·				



How to Use these Sheets

The sheets contained in this document are intended to help you focus your intervention programme.

This Document contains:

- 1 This sheet of 'Instructions'
- 2 Student Tracker
- 3 Teacher Tracker

The PiXL Process

At the heart of the PiXL process is the concept of **DIAGNOSIS - THERAPY - TESTING**.

If **DIAGNOSIS** is thorough and systematic then we are much more likely to be effective in targeting inte than relying upon a series of general revision sessions. It is crucial that objective **TESTING** takes place for insecurity has been converted into a learning security.

This **PERSONALISED LEARNING CHECKLIST** will enable you to conduct a thorough and systematic **DIAG** their target status:

The diagnostic judgement results in 1 of 3 conclusions:

- •An individual student is 'Secure' in this topic. 'Secure' means they can recall this knowledge or skill: sc
- A student is 'Insecure' in this topic. 'Insecure' meaning that they have some grasp of the topic betwee
- •A student has 'No Understanding' of this topic, meaning that they are scoring less than 50% and there topic

The sheets contained in this document are **conditionally formatted**. Therefore, if you enter a '1' for 'Se and the cell will turn Yellow. Enter a '3' for 'No Recall' and the cell will turn Red.

This exercise will identify two vital elements which will enable you to target intervention with laser pre

- •The specific individual learning needs of each student in the target group which can be addressed thro
- •The topics which need to be taught to whole groups. This may be because they have yet to be taught

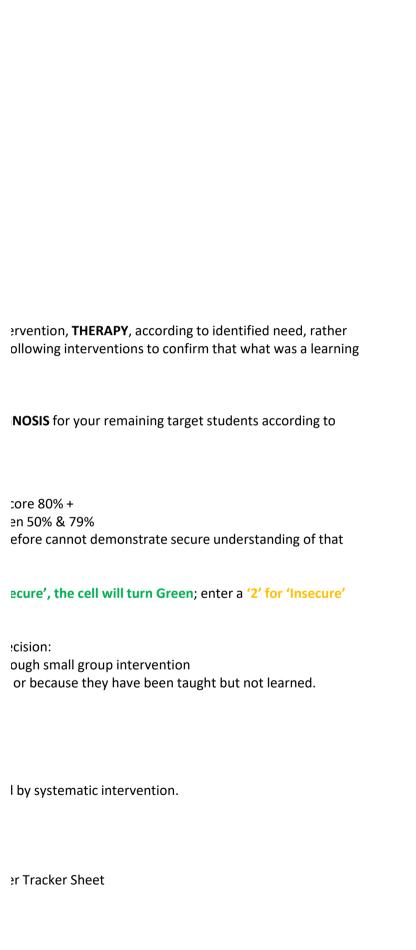
Testing (Diagnosis) should be regular and systematic:

Knowledge tests
Recall questions at the start or end of the lesson
Short topic tests

The emphasis will be on carefully **PLANNING** opportunities for testing throughout the lessons followed

How to Use these sheets

- 1- Enter student names and target grades into the Teacher Tracker sheet
- 2 Enter topic and knowledge into the Student Tracker these will automatically feed into your Teache





Personalised Learning Checkl

Course and Examining Board:	AQA Psychology		
Unit of Work:	of Work: Social Influence		
Topic	Knowledge		
	Define 'social influence'		
	Define 'conformity'		
	Explain why people conform – social and dispositional factors		
	Describe a piece of research into majority influence – group pressure (Asch)		
	Evaluate research into majority influence		
Conformity	Apply knowledge to a recent example of conformity		
	Define 'obedience'		
	Explain why people obey		
	Outline the differences between conformity and obedience		
	Describe a piece of research into obedience to authority (Milgram)		
	Evaluate research into obedience to authority		
	Describe and evaluate 'Agency theory'		
	Apply knowledge to a recent example of obedience		
Obedience	Describe and evaluate the 'authoritarian personality'		
	Define 'prosocial behaviour'		
	Define 'bystander behaviour'		
	Describe and evaluate a piece of research into prosocial behavior (Piliavin)		
	Explain why some people do and some people don't help others – social factors		
	Apply knowledge to a recent example of bystander behaviour		
Pro social behaviour			_

	Define 'antisocial behaviour'	
	Describe 'deindividuation 'using a piece of research	
	Describe and evaluate a case study on crowd and collective behavior (Reicher)	
	Examine social and dispositional factors in explaining crowd behaviour	
	Apply knowledge to a recent example of crowd and collective behaviour	
Crowd and Collective behaviour		

-64	RAG					
R/	HG T					



Personal Learning Checklist

Unit of work:							
TOPIC				Confo	ormity		
Student Name	Target Grade	Define 'social influence'	Define 'conformity'	Explain why people conform — social and dispositional factors	Describe a piece of research into majority influence – group pressure (Asch)	Evaluate research into majority influence	Apply knowledge to a recent example of conformity

	Obedience			Pro social
Define 'obedience' Explain why people obey	Outline the differences between conformity and obedience Describe a piece of research into obedience to authority (Milgram)	Evaluate research into obedience to authority Describe and evaluate 'Agency theory'	Apply knowledge to a recent example of obedience Describe and evaluate the 'authoritarian personality'	Describe and evaluate a piece of research into prosocial behavior (Piliavin)