Starter



What makes someone a murderer?



Learning objectives:

Starter

Research from Radford University shows that multiple murderers have extremely high instances of early abuse

Serial killers often have abnormally high levels of testosterone as well, something which can cause violent outbursts.

Studies also show that people with a gene known as MAOA - or 'The Warrior Gene' - are born with a propensity for violence.

A notably high proportion of some of modern history's most notorious killers and violent criminals - especially serial killers - suffered brain damage due to head injury at some point in their lives. One recent study conducted by the University of Glasgow indicated that the number could be anywhere up to 30%.

Why does serial killing and drug and alcohol misuse so often go hand in hand? Well, it seems as if murder can become addictive in and of itself.

'The typical killer is emotionally damaged and has developed mental health problems, perhaps exacerbated by being bullied and rejected by peers' (Psychology Today 2015)



Learning objectives:

☐ Origins of Psychology

https://www.youtube.com/watch?v=pO-HcgATysQ

Learning objectives

Understand the exam specification and the origins of Psychology

Key words

Psychology

Psyche

Approaches



Learning objectives:

The word 'psychology' is derived from two Greek words, 'psyche', meaning the mind, soul or spirit and 'logos', meaning discourse or to study. These words combined produce the 'Study of the mind'. Psychology first appeared as a discipline in its own right around the time of 1879 when William Wundt opened the first ever psychology laboratory in the University of Leipzig in Germany. He and his colleagues were concerned with studying the mind via 'introspection', or observing their own thoughts and feelings as they occured.

https://www.youtube.com/watch?v=J3nlGWelVj8



Learning objectives:

Approaches

- Biological
- Psychodynamic
- Behaviourist
- Cognitive
- Positive

- Assumptions
- Explaining the formation of a relationship
- One therapy
- Evaluation of the therapy
- Classic evidence
- Evaluation of the approach

Paper 1

Component 1: Psychology: Past to Present

A range of compulsory questions on five psychological approaches, classic pieces of evidence and a contemporary debate.

Written examination: 1 hour 45 minutes

50% of qualification

80 marks



Learning objectives:























Learning objectives:

Skills

- Research methods
- Evaluating research
- Carrying out your own research
- Maths such as data, measures of central tendency/dispersion, inferential tests

- 25% of all marks
 will come from
 research
 methods Q's
- 10% will be maths Q's

Paper 2

Component 2: Psychology: Investigating Behaviour

Written examination: Principles of research Compulsory questions on how psychological investigations are carried out (including social and developmental psychology). Novel scenarios Compulsory questions

1 hour 45 minutes

50% of qualification

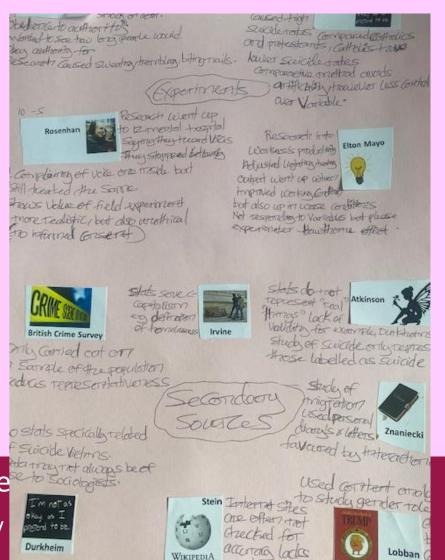
80 marks

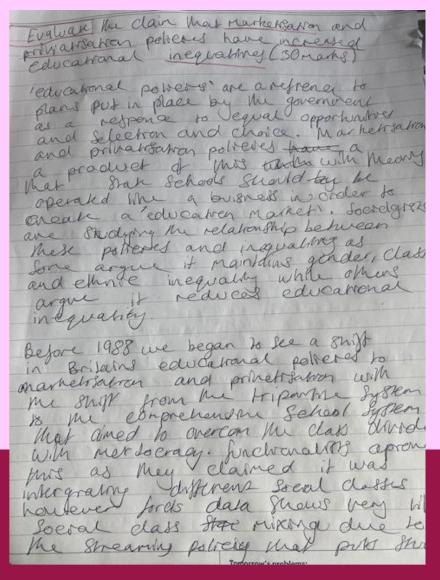


Learning objectives:

- Keeping organised with folders and notes
 Completing essays every week
 Practice essays independently
- ☐ Memorise studies
- ☐ Consolidating your knowledge outside of class
- Consistent revision throughout the two years
- Meeting all deadlines
- ☐ Watching programmes/news around the subject
- ☐ Independence and using your initiative
- ☐ Acting on feedback
- ☐ Strong attendance

What will be required?







Learning objective

Core Expectations for Every Lesson

- 1. Attend lessons on time and in professional attire
- 2. Be prepared for each lesson by ensuring you bring the appropriate equipment
- 3. Ensure all work is organised in the appropriate section of your subject folder
- 4. All deadlines must be met to avoid a 6 week "Risk of Failure" program
- 5. Respect the classroom, Replace chairs, Rubbish in bins
- 6. Speak to ALL members of the HT community with respect
- 7. No mobile phones/ear pods to be used in lessons or around the school
- 8. Starters are to be completed in silence
- 9. Be proactive and not reactive
- 10. Expect to work harder than you ever have before



Learning objectives:

Experiments

Group 1: What is the average capacity for memory? Leader: Show the group 20 images, 60 seconds. Get the group to recall the items. Average the results and report the average number of memory capacity. Was there a gender difference? Group 2: Does music effect attention? Leader: Give group a word search whilst they listen to music (120 secs). Count up the total words found and average them. Give the second with no music. Average the second total. What can you conclude from this experiment?

https://lovattspuzzles.com/online-puzzles-competitions/play-daily-word-search-puzzle-online/

Group 3: Does sleep effect test performance? Leader: Record the hours of sleep each person had last night. Get them to perform the timed test. Did people with more sleep score higher?

https://www.sporcle.com/games/TheBestDRose/broken-mouse











Learning objectives:

Approaches

- 1. Biological behaviour can be explained in terms of genes, inherited characteristics and physiological factors such as hormones.
- 2. Behaviourist behaviour is due to life experiences, such as imitating others, rewards and punishments.
- 3. Psychodynamic behaviour is influenced by emotions which are buried in the subconscious e.g. childhood trauma
- **4. Cognitive approach** behaviour is an internal mental process e.g. positive thinking
- **5. Positive approach** Believes we should study what is best about human beings and how we can develop positive qualities for fulfilled lives.



Learning objectives:

John started stealing when he was 10 years old. At the start, he stole penny sweets from his local shop. However, by the age of 17, he had joined a local gang. Along with the gang, he began stealing cars and breaking into houses. An important part of being part of the gang was to act aggressive and carry out acts of violence towards other men. John didn't feel much remorse for his acts as he believed other people deserved the violence. John was often out of the house unsupervised from a young age and spent most of his life in and out of prison, like his Dad, for petty offences.

How would you explain this behavior using the 5 approaches?

Physical – how does it make him feel? Is it addictive? Is it genetic? Can we explain his behaviour in terms of being a male?

Behaviourist – is there a reward? Is there any positive reinforcement? Is he imitating anyone? Has he learnt any of the behaviour?

Psychodynamic – do you think he suffered from any trauma? What might be the cause of the subconscious behaviour?

Cognitive – how does he interpret the relationship with the gang? Does the benefits outweigh the costs? Is there evidence of faulty thinking?

Positive – are there any positive functions of this behaviour? How is he enhancing positive experiences for himself?



Learning objectives:

Checking Progress

Make a behavioural scenario for the person sitting next to you to psychologically analyse using the five approaches. It could be

- An addiction
- A social issue
- Relationships



Learning objectives: