

# Starter



What makes someone a murderer?



Learning objectives:

Origins of Psychology

# 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:

Origins of Psychology

## Explanation

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 occurred.

<https://www.youtube.com/watch?v=J3nIGWelVj8>



Learning objectives:

Origins of Psychology

# Explanation

## 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:

- Origins of Psychology

# Explanation



Learning objectives:

- Origins of Psychology

# Explanation

## 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:

- Origins of Psychology

# Explanation

- ❑ 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?

The board contains handwritten notes and several small images or cards. At the top, there are notes about 'Social rates' and 'Comparative studies'. A central box is labeled 'Experiments' and contains notes about 'Research went up to 22 mental hospital saying they record views they stopped behaviors' and 'Research into workers productivity Adjusted lighting, output went up when improved working conditions but also up in worse conditions Not responding to variables but placebo experimenter Hawthorne effect'. Below this, there are notes about 'Rosenhan' and 'Elton Mayo'. To the right, there are notes about 'Stats do not represent "real things" lack of validity for example, Durkheim's study of suicide only regards those labelled as suicide'. Below that, there are notes about 'British Crime Survey', 'Irvine', and 'Atkinson'. A central box is labeled 'Secondary Sources' and contains notes about 'Study of migration used personal diaries & letters favoured by interaction'. Below this, there are notes about 'Stats specially related to suicide victims' and 'I'm not as okay as I seem to be'. At the bottom, there are notes about 'Stein' and 'Lobban'. There are also several small images or cards, including one of a lightbulb and one of a person.

Evaluate the claim that marketisation and privatisation policies have increased educational inequality (30 marks)

'educational policies' are a response to plans put in place by the government as a response to 'equal opportunities and selection and choice. Marketisation and privatisation policies have a product of this is that many that state schools should be operated like a business in order to create a 'education market'. Sociologists are studying the relationship between these policies and inequality as some argue it maintains gender, class and ethnic inequality while others argue it reduces educational inequality.

Before 1988 we began to see a shift in Britain's educational policies to marketisation and privatisation with the shift from the tripartite system to the comprehensive school system that aimed to overcome the class divide with meritocracy. Functionalists approved this as they claimed it was integrating different social classes however facts data shows very little social class mixing due to the streaming policy that puts the



## Learning objective

- ❑ Origins of Psychology



## Explanation

## 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:

Origins of Psychology

## Explanation

## 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:

- Origins of Psychology

- 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:

- Origins of Psychology

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:

Origins of Psychology



## 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:

- Origins of Psychology