

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:

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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>



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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?

Handwritten notes on a piece of paper, organized into sections with headings and sub-headings. The notes are written in black ink on a light-colored background.

Experiments

- Rosenhan**: Research went up to 12 mental hospital saying they heard voices. They stopped behaving. Complaining of voice on inside but still treated the same. Focus value of field experiment more realistic but also unethical (no informed consent).
- Elton Mayo**: Research into workers' productivity. Adjusted lighting, making output went up (others improved working conditions but also up in worse conditions. Not responding to variables but placebo experiment Hawthorne effect).
- British Crime Survey**: Stats serve capitalism e.g. definition of terrorism.
- Irvine**: Stats do not represent "real" things. Lack of validity for example, Durkheim's study of suicide only registers those labelled as suicide.
- Atkinson**: Study of migration used personal diaries & letters, favoured by interaction.
- Znaniecki**: Study of migration used personal diaries & letters, favoured by interaction.
- Stein**: Internet sites are often not checked for accuracy, lack of credibility.
- Wikipedia**: The Free Encyclopedia.
- Trump**: Used content analysis to study gender role.
- Lobban**: Used content analysis to study gender role.
- Durkheim**: I'm not as okay as I pretend to be.

Secondary Sources

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

'educational policies' are a reference to plans put in place by the government as a response to unequal opportunities and selection and choice. Marketisation and privatisation policies have a product of this tension with 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 Ford's data shows very little social class mixing due to the streaming policy that puts the

Tomorrow's problems:



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



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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>

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.



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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:

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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



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