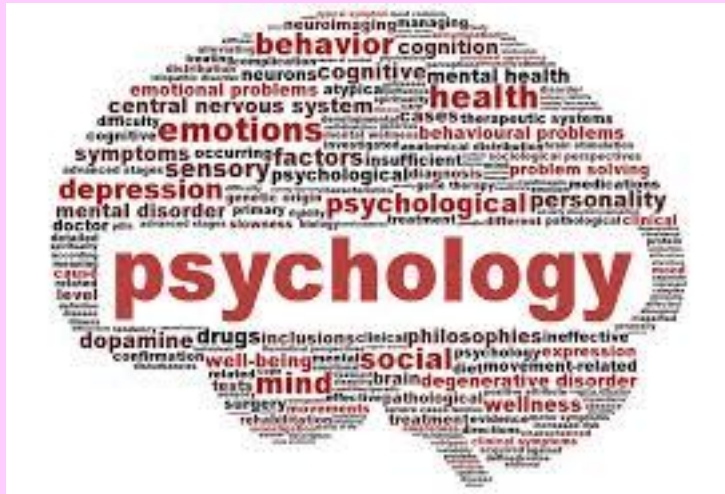


Starter



Learning objectives:

- Psychology

Learning objectives

Develop a greater understanding of A-Level psychology and the requirements of the course

Key words



Learning objectives:

Psychology

What is Psychology?

Psychology is the 'scientific study of the mind and behaviour', and the A Level offers an introduction to six 'core' areas of the discipline;

- **Social Psychology** focuses on the social interactions people have with each other.
- **Cognitive Psychology** looks at how we perceive and interpret the world around us.
- **Developmental Psychology** considers how people develop and change from before they are born, throughout their lives.
- **Psychopathology** study the causes of mental disorders, such as OCD, Phobias and Schizophrenia
 - **Biological Psychology** looks at the role of evolutionary forces and genetics in behaviour. It investigates how the nervous system and hormones work, how the brain functions, and how changes in these can affect behaviour.
- **Research Methods** and A level Psychology deals with how experiments are designed and analysed.



Learning objectives:

Psychology

What is Psychology?

Psychology investigates **why we behave in the manner we do**, helping us understand the **human psyche**. It also gives us insight into the **motivations behind our actions**. As an entry-level psychology course, A-level psychology offers a basic and incredible understanding of the complex subject called psychology. A-level psychology offers a solid understanding of the **key psychological concepts and theories**, which can help you develop your knowledge of the critical elements of human behaviour. The insight you'll gain from studying a Psychology A Level can **help you better understand the people around you**. As a result, this will make you more compassionate and give you real-life skills to apply in everyday situations.



Learning objectives:

Psychology

What skills will I develop?

In Psychology students will develop skills in **forensic thinking** required for **research, evaluative skills** required for **essay writing** and **moral/ethical decision making**. Furthermore they will develop a range of **data skills, numeracy skills and literacy skills** such as argument construction and presentation.



Learning objectives:

Psychology

Where could it take me?

A-level psychology can guide you to an attractive career if you **enjoy working with and studying different people**. Psychology skills benefit you in many ways, no matter what industry you are in. More importantly, psychology skills can introduce you to new possibilities where you can make **a great career by helping lives**.

Studying A-level psychology can positively contribute to your personal and professional life. In addition, the skills and knowledge you acquire from the course can provide you with options that drive your career in a more rewarding direction. Psychology can be a useful skill regardless of your background. The expertise you will possess as a Psychologist can be useful in a range of sectors including **mental health, social work, education, business and even sport and fitness**.



Learning objectives:

Psychology

What will I study?

The following concepts and theoretical issues will be covered within the specification:

- A variety of psychological approaches including evolutionary, positive and psychodynamic
- Significant pieces of research covering a variety of perspectives and topics
- How psychological data is collected (through own research).



Learning objectives:

Psychology

AS-Level – Year 12



Learning objectives:

Psychology

Explanation

What will I study?

Exam Board: Eduqas

Component 1:

Psychology: Past to Present Written examination

1 hour 45 minutes

50% of qualification

80 marks

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



Learning objectives:

Psychology

Explanation

What will I study?

Exam Board: Eduqas

Component 2:

Psychology: Investigating Behaviour

Written examination: 1 hour 45 minutes

50% of qualification

80 marks

Principles of research - Compulsory questions on how psychological investigations are carried out (including social and developmental psychology). Novel scenarios Compulsory questions requiring a response to a piece of research previously unseen.



Learning objectives:

Psychology

A-Level – Year 13



Learning objectives:

Psychology

Explanation

What will I study?

Exam Board: Eduqas

Component 1

Written examination: Past to Present

2 hours 15 minutes

33⅓% of qualification

100 marks

Compulsory questions relating to five psychological approaches, classic pieces of research evidence and a contemporary debate.



Learning objectives:

Psychology

Explanation

Exam Board: Eduqas

Component 2

Written examination: Investigating behaviours

2 hours 15 minutes

33⅓% of qualification

100 marks

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

Personal investigations: Compulsory questions based on two investigative activities carried out prior to the assessment.

Application of research methods to a novel scenario - Compulsory questions requiring a response to a piece of research



Learning objectives:

Psychology

What will I study?

Explanation

What will I study?

Exam Board: Eduqas

Component 3

Written examination: Implications in the real world

2 hours 15 minutes

33⅓% of qualification

100 marks

Applications - A choice of three structured questions from six on psychological behaviours.

Controversies - One question from a choice of two requiring a synoptic exploration of psychological controversies



Learning objectives:

Psychology

Is Psychology right for me?

You don't need any prior knowledge of Psychology in order to start the A level course, but you do need a solid complement of GCSEs: with mostly 5 grades at GCSE you may well find Psychology very demanding, especially the Research Methods component of the course. The requirement to write essays, in which you present argument for and against an issue, means that you should also have a good grasp of the English language. As Psychology is a science, a GCSE in Science (especially Biology) would be advisable, and you do need to be comfortable with numbers.

Most important, though, is that you have a genuine curiosity about the way humans think and behave.

An A Level Psychology course complements a range of other A levels, including the sciences (e.g. Biology) and the social sciences (e.g. Sociology). However, top universities like students to take a variety of disciplines at A level, including at least one facilitating subject.



Learning objectives:

- Psychology

Is Psychology right for me?

However, you will have a total of 6 hours and 45 minutes of written exams in Psychology at the end of Year 13 and this is demanding.

You will need to ensure that this subject is right for you.

- ✓ Strong sense of commitment to your studies and progress
 - ✓ Excellent literacy skills including reading and writing
 - ✓ Discipline with meeting deadlines
- ✓ Able to reflect and overcome barriers to your learning
 - ✓ Strong work ethic, including outside of school



Learning objectives:

Psychology

Explanation

- ❑ Keeping organised with folders and notes
- ❑ Completing essays every 1-2 weeks
- ❑ 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?

Outline and evaluate Lorenz's research regarding imprinting (12)

In 1935, Lorenz took a clutch of gosling eggs and placed them in an incubator. Some of the goslings remained with their natural mother, but when the incubator eggs hatched the first living and moving thing they saw was Lorenz. They soon began to follow him. The goslings had imprinted on him. To test this, Lorenz marked his goslings and placed them with goslings that stayed with their natural mother, so there were two groups: distinguishable groups Lorenz and the mother goose were also present. Lorenz's goslings went to him and the other group went to their natural mother. Lorenz's goslings showed no attention to their natural mother as they had imprinted on him.

Lorenz concluded that imprinting was restricted to a definite period shortly after they are born which he called the critical period. He said this was usually within 2 days. Lorenz also stated that imprinting was a irreversible and permanent process. It was discovered that what was imprinted on in early life had an effect on mating preferences later on. Thus, one of Lorenz's goslings, Martina, would sleep on his bed.

A strength of this study was put forward with research by Guitton. In his research, leghorn chicks had imprinted on a rubber glove. Later on the male chicks would attempt to mate with the rubber glove, which supports Lorenz's experiment.

A limitation is that imprinting can be reversed as it was done with the chicks that imprinted on the glove. This was done by putting them with other chickens, where they would learn normal behaviour and go on to have normal mating preferences.

MINDFULNESS	To be more present and to acknowledge unhelpful thoughts	Acknowledgement of how clients can take control of their thoughts They can also accept negative thoughts such as positive, <u>acceptability</u> ... By being observed and engaged, we're being present and focusing on good life.
GAINING CONTROL OF THOUGHTS	<ul style="list-style-type: none">● worry too much about past and future, focus on present● accepting unhelpful thoughts● greater awareness of unhelpful thoughts that can lead to poor mental health.	INTEGRATION WITH OTHERS <ul style="list-style-type: none">● can be integrated with CBT, psychoanalysis● especially effective with CBT● Teasdale et al. found mindfulness based CBT reduced relapse rates in majority deprived people.
MEDITATION & MINDFUL BREATHING	<ul style="list-style-type: none">● sitting comfortably and focusing on breathing● physically removes individual from daily life● attention on body sensations, thoughts and feelings● Allows us to not respond automatically in situations as thoughts are impermanent.	APPLICATIONS IN HOSPITALS <ul style="list-style-type: none">● mindfulness based stress reduction has helped with symptoms of chronic/terminal illnesses● Reibel et al. found MBSR reduced depression and anxiety levels in patients● Encourages more positive thinking
INFORMAL DAILY PRACTICES	<ul style="list-style-type: none">● opposite of multitasking, focusing on one single task.● paying attention to surroundings● can be done anywhere, e.g. in shower● if mind wanders direct attention back to sensations● gives mind a break from normal thought processes.	GROUP VS INDIVIDUAL <ul style="list-style-type: none">● Group more effective than individual● Manjias and Gnanou used mindfulness in weight watchers group● Mindful group lost more weight● Need to question effectiveness of individual.
ETHICAL ISSUES	<ul style="list-style-type: none">✓ Valid consent Mindfulness is often self-practised therefore clients can choose to take part or no.	<ul style="list-style-type: none">✓ Psychological harm Task is simple and harmless therefore not harmful to client.✓ Right to withdraw Mindfulness supposedly is practised daily however there'll be little consequence if a client just chooses to stop.



Learning objectives:

- ❑ 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:

Psychology

<https://www.psychologytoday.com/gb/tests/personality/big-five-personality-test>

Do you agree with the results? Why or why not?

How much of your personality do you think is genetics? Do you have similar traits to a parent?

Can your personality change?

Do you think everyone is honest taking the test?

How might taking a psychological test be harmful?



Learning objectives:

Psychology



Learning objectives:

- Psychology