



# Learning Journey: YEAR 10 PSYCHOLOGY

This first term in \_\_\_\_\_ I want to focus on \_\_\_\_\_. I will do this by ...

## Term 1:

### Memory: Content covered

- How many types of long-term memory are there?
- What is the structure of memory?
- Is memory an active process?
- What factors affect the accuracy of memory?

### Social influence: Content covered

- What is conformity and how does it affect behaviour?
- What factors affect obedience?

## Term 1: How far I demonstrated the Habits?

Hardworking: \_\_\_\_/5

Inquisitive: \_\_\_\_/5

Resilient: \_\_\_\_/5

Respectful: \_\_\_\_/5

Responsible: \_\_\_\_/5

Aspirational: \_\_\_\_/5

Next term I will focus on \_\_\_\_\_ by ...

TA1 Projected Grade:

## Term 2:

### Social influence: Content covered

- What stops helping behaviours?
- How does deindividuation affect crowd and collective behaviours?

### Perception: Content covered

- What is the difference between sensation and perception?
- What, how and why visual illusions occur
- Is perception nature or nurture (Gibson and Gregory's theory)?
- What are the different factors affecting perception? – culture, emotions, motivation and expectation

## Term 2: How far I demonstrated the Habits?

Hardworking: \_\_\_\_/5

Inquisitive: \_\_\_\_/5

Resilient: \_\_\_\_/5

Respectful: \_\_\_\_/5

Responsible: \_\_\_\_/5

Aspirational: \_\_\_\_/5

Next term I will focus on \_\_\_\_\_ by ...

TA2 Projected Grade:

## Term 3: Developmental and research methods

### Content covered

- How does the brain develop in the womb and mature
- Explain how mature thinking matures in stages
- \*Piaget theory \*egocentrism \*application in education
- \*conservation \*stages of cognitive development
- What makes a person work hard and in what situation?

## Term 3: How far I demonstrated the Habits?

Hardworking: \_\_\_\_/5

Inquisitive: \_\_\_\_/5

Resilient: \_\_\_\_/5

Respectful: \_\_\_\_/5

Responsible: \_\_\_\_/5

Aspirational: \_\_\_\_/5

Next year I will focus on \_\_\_\_\_ by ...

Final Projected Grade:

## Careers:

The career that interests me is ...

Subject will help me achieve this because ...

METG



**LEARNING  
HABITS**

**Hard working  
Inquisitive  
Resilient**



**CHARACTER  
HABITS**

**Respectful  
Responsible  
Aspirational**



# Knowledge Organiser: Year 11

## Psychology; Psychological problems

### An introduction to mental health

1

#### **Understanding mental health and illness:**

- Incidences of mental health problems
- How incidences change over time
- Increased challenges of modern living (lower income households)
- Cultural variations (cultural bound syndromes)
- Characteristics of mental health
- Increased recognition of mental health problems
- Lessening social stigma

#### **Individual effects of mental health problems:**

- Damage to relationships
- Difficulties coping with day to day life
- Negative impact on physical wellbeing
- Characteristics of mental health

#### **Social effects of mental health problems:**

- Need for more social care
- Increased crime rates
- Implications for the economy

### Theories of depression

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#### **Biological explanation:**

- Neurotransmitters – transmits messages across synapse
- Serotonin – low levels at synapse lead to depression and low mood
- Reasons for low serotonin – genes or lack of protein from carbohydrates

#### **Evaluation:**

Cause or effect – low serotonin could be an effect of depression rather than a cause

- Research support – McNeal and Cimbalic found low levels of serotonin in depressed brains

#### **Psychological explanations:**

- Faulty thinking
- Negative schemas – think about the self negatively
- Attributions
- Influence of nurture – learned helplessness

#### **Evaluation:**

- Research support – Seligman found support for learned helplessness
- Real-world application – cognitive explanation leads to successful therapy

### Depression

2

#### **Types of depression:**

- Clinical depression
- The difference between sadness and depression
- Unipolar depression – one emotional state of depression
- Bipolar depression – depression alternates with mania

#### **Diagnosing depression:**

- ICD-10 is used
- Key symptoms – low mood, reduced energy levels, loss of interest and pleasure
- Other symptoms – changes in sleep, changes in appetite, lack of self-confidence

### Therapies for depression

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#### **Antidepressant medication:**

- SSRI's – increase serotonin in brain
- Electrical signal causes serotonin to be released in to synaptic cleft. SSRI's block reuptake so there is more serotonin in synapse

#### **Evaluation:**

- Side effects – nausea, insomnia, dizziness
- Questionable evidence – people with depression sometimes have normal levels of serotonin

#### **Cognitive behavioural therapy (CBT)**

- Cognitive – aim to change irrational thoughts
- Behavioural activation
- Therapist and client deal with irrational thoughts

#### **Evaluation:**

- Lasting effectiveness – provides lifelong skills to deal with depression
- Not for everyone – takes time and effort so clients don't often drop out

Leave blank to allow students to glue.



# Knowledge Organiser: Year 11

## Psychology; Psychological problems

### Wiles' study

**Aim** – to test benefit of CBT plus antidepressants

**Method** – Patients with persistent depression had either just antidepressants OR antidepressants and CBT

**Results** – 46.1% of medication plus CBT had a reduction in symptoms compared to 21.6% of those with medication alone

**Conclusion** – Using CBT as well is more effective

#### **Evaluation:**

- Well-designed study – extraneous variables carefully controlled
- Real-world application – led to more holistic therapy

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### Theories of addiction

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#### **Biological explanation:**

- Hereditary factors and genetic vulnerability

#### **Kaij's twin study**

**Aim** – to see if alcohol addiction is nature or nurture

**Method** – male twins with alcohol problems were interviewed alongside relatives

**Results** – 61% of MZ twins and 39% of DZ twins both alcoholic

**Conclusion** – alcohol abuse is related to genetic vulnerability

#### **Evaluation:**

- Flawed study – the results lack validity
- Supported by later studies – Kendler et al

#### **Psychological explanation:**

- Peer influence
- Social learning theory – learning through observation
- Social norms
- Social identity theory
- Creating opportunities for addictive behaviour

#### **Evaluation:**

- Supporting research – found positive correlation between peers and smoking
- Real-world application – created peer pressure resistant training

### Addiction

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#### **What is addiction?**

- Salience is important – addiction becomes the most important thing
- Dependence versus addiction
- Substance misuse versus abuse

#### **Diagnosing addiction:**

- ICD10 – addiction only diagnosed if 3 or more characteristics present during a year
- Characteristics – strong desire for substance, persistent despite causing harm, difficulty controlling use, withdrawal symptoms, evidence of tolerance

### Therapies for addiction

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#### **Aversion therapy:**

- Based on classical conditioning
- Treating alcoholism – Antabuse causes nausea/vomiting
- Treating gambling and smoking

#### **Evaluation:**

- Treatment adherence issues – many addicts drop out before completion
- Poor long-term effectiveness – 9 years later, aversion therapy no longer effective

#### **Self-management programmes:**

- 12-step recovery programmes – e.g. alcoholics anonymous
- Self-help groups – sharing support with others

#### **Evaluation:**

- Lack of clear evidence – doesn't include people who leave without success
- Individual differences – dropout rates are high because programme is demanding

Leave blank to allow students to glue.



# How do we use Knowledge Organisers in Psychology

## How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

## How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			/10
9 marker exam question			/9
Mid unit assessment			/20
Learning Check point 2			/10
9 marker exam question			/9
END OF UNIT			/40