



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

3

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 Cimboldic 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

4

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 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

7

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

6

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