

# Psychology and Social Sciences Level 3

## **Year one Psychology and Social Sciences Level 3**

### **Summer task**

Criminology - Unit 1 Changing Awareness of Crime

#### **Unit introduction**

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported

to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?

Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? Who decides what behaviours should be against the law? Who gathers information about crime? Can this information be trusted? Can we trust our own instincts?

Humans tend to judge other's behaviour by a variety of moral principles, not all of which are consistent or based on accurate information. We gain our ideas of morality from a variety of sources and one of the most important is the mass media. Police gather information about crime; but the data can be inaccurate. Criminologists have developed procedures to learn about crime, but these too have their limitations.

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will have gained the skills to understand the importance of changing public perceptions of crime. You will be able to use and assess a variety of methods used by agencies to raise awareness of crime so that it can be tackled effectively. You will have gained the skills to plan a campaign for change in relation to crime; for example, to raise awareness, change attitudes or change reporting behaviour.

**Task 1:**

Research a campaign for Change.

Download this document and write directly on it.

Research these family led campaigns for change using the headings below:

<b>Sarah's Law</b>	<b>Clare's Law</b>	<b>Lillian's Law</b>	<b>Bobby Turnbull's Campaign</b>
<p>8 year old Sarah Payne murdered by convicted paedophile Roy Whiting in July 2000. Her body was found 17 days later near Brinsbury College, West Sussex.</p>	<p>Clare Wood was strangled and set on fire by her ex-boyfriend George Appleton at her home in Salford, Greater Manchester in 2009. Appleton had a history of domestic violence - but Miss Wood, 36, was unaware of it.</p>	<p>Lillian Groves, 14, was killed outside her home in New Addlington, Surrey in 2010. Hit by speeding motorist John Page, who had been smoking cannabis. 36-year-old landscape gardener was never charged with a drug offence. No drugs in his system when he was tested at station hours after collision. Received eight months in prison for causing death by careless driving. Released after just eight weeks</p>	<p>Bobby Turnbull lost his mother Alison, sister Tanya and aunt Susan McGoldrick, when Michael Atherton killed them in Horden on News Year's Day, 2012, before shooting himself. Atherton legally owned shotguns and firearms despite a history of violence.</p>
<p><b>Campaign Background &amp; Methods Used:</b> <b>People behind the campaign?</b></p> <p><b>Focus or Aims of the campaign? e.g. change in criminal law or constitutional law.</b></p> <p><b>National/Country-wide?</b></p> <p><b>Support given, e.g. Celebrities or</b></p>	<p><b>Campaign Background &amp; Methods Used:</b> <b>People behind the campaign?</b></p> <p><b>Focus or Aims of the campaign? e.g. change in criminal law or constitutional law.</b></p> <p><b>National/Country-wide?</b></p> <p><b>Support given, e.g. Celebrities or</b></p>	<p><b>Campaign Background &amp; Methods Used:</b> <b>People behind the campaign?</b></p> <p><b>Focus or Aims of the campaign? e.g. change in criminal law or constitutional law.</b></p> <p><b>National/Country-wide?</b></p> <p><b>Support given, e.g. Celebrities or</b></p>	<p><b>Campaign Background &amp; Methods Used:</b> <b>People behind the campaign?</b></p> <p><b>Focus or Aims of the campaign? e.g. change in criminal law or constitutional law.</b></p> <p><b>National/Country-wide?</b></p>

<p>politicians.</p> <p>Use of media coverage.</p> <p>Was it successful? Did it make any changes? If so, what were they?</p>	<p>politicians.</p> <p>Use of media coverage.</p> <p>Was it successful? Did it make any changes? If so, what were they?</p>	<p>politicians.</p> <p>Use of media coverage.</p> <p>Was it successful? Did it make any changes? If so, what were they?</p>	<p>Support given, e.g. Celebrities or politicians.</p> <p>Use of media coverage.</p> <p>Was it successful? Did it make any changes? If so, what were they?</p>
<p><i>Look at the design of their campaign with regard to merchandise, blogs, reports, T shirts etc: Answer the questions below and insert images and examples.</i></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• structure of information</li> <li>• use of images or other accentuating features to capture attention</li> <li>• use of persuasive language</li> <li>• promotion of action</li> <li>• consideration of target audience</li> <li>• alignment with campaign</li> </ul>			

## Task 2

**Now write about the similarities and the differences of the family campaigns above. Approximately 1000 words**

This needs to be presented clearly paying attention to all the bullet points above ready for your first class in September 2024.

For **unit 1, psychological approaches and applications**, you need to learn significant unit content, as this is an exam unit.

Prior to starting this unit in college, you need to carry out research on the following:

### **A Psychological approaches and assumptions**

#### **A1 Approaches and assumptions**

You must be able to understand and apply knowledge of key assumptions and key concepts as used to explain aspects of human behaviour.

- Cognitive assumptions:
  - o behaviour is a product of information processing
  - o the brain can be compared to a computer (computer analogy) – input, processing and output.
  
- Key concepts:
  - o characteristics of sensory, short term, and long-term memory (encoding, capacity, duration)
  - o remembering (recognition, recall and the importance of cues)
  - o reconstructive memory, including the role of schema (shortening, rationalisation and confabulation)
  - o cognitive priming, including the role of cognitive scripts and different types of priming (repetition, semantic and associative)
  - o the role of cognitive scripts (memory scripts, person perception)
  - o cognitive biases, including fundamental attribution error, confirmation bias and hostile attribution bias.
  
- Social assumptions:
  - o behaviour occurs in a social context (influenced by people around us)
  - o wider culture and society influence people’s behaviour.
- Key concepts:
  - o conformity (normative social influence and informational social influence)
  - o types of conformity, including internalisation, identification, compliance
  - o in and out groups – social categorisation (formation and effect of stereotypes, prejudice and discrimination)
  - o intra group dynamics including group cohesion, roles, common goals, groupthink and social facilitation
  - o influences of others on self-concept (self-esteem, self-image); self-efficacy.
  
- Behaviourist and Social Learning assumptions:
  - o behaviour is a learned response from environmental stimuli
  - o behaviour can be learned from observation and imitation.
  
- Key concepts:
  - o classical conditioning – learning by association, to include the role of the unconditioned stimulus, unconditioned response, neutral stimulus, conditioned stimulus and conditioned response
  - o operant conditioning – learning by consequences, to include the role of positive reinforcement, negative reinforcement and punishment, motivation (extrinsic and intrinsic rewards)
  - o social learning theory – learning through observation, imitation, modelling and vicarious learning.
  
- Biological assumptions:
  - o behaviour is influenced by central nervous system (CNS), genes and neurochemistry
  - o behaviour is a product of evolution.

- Key concepts:

- o the influence of biology on behaviour and traits, including introversion and extroversion
- o genetics and inheritance including genes, genotype, phenotype and the SRY gene
- o neuroanatomy, including basic localisation of function, lateralization and plasticity of the brain
- o organisation of the nervous system, including the central nervous system and autonomic nervous system (parasympathetic and sympathetic divisions)
- o neurochemistry, including the role of hormones in the stress response (adrenaline and cortisol), neurotransmitters
- o evolutionary psychology, including the environment of evolutionary adaptation, survival of the fittest, the fight, flight, freeze response, sexual selection and genome lag.

**Task:**

Produce a fact file that includes information on the key assumptions of each of the different approaches to psychology. Remember to reference your sources of information within your work. This work is due in on your first day in September 2024. (3000 words)

## **Year one Psychology Social Science Level 3**

### **Summer task**

For **unit 1, psychological approaches and applications**, you need to learn significant unit content, as this is an exam unit.

Prior to starting this unit in college, you need to carry out research on the following:

### **A Psychological approaches and assumptions**

#### **A1 Approaches and assumptions**

You must be able to understand and apply knowledge of key assumptions and key concepts as used to explain aspects of human behaviour.

- Cognitive assumptions:

- o behaviour is a product of information processing
- o the brain can be compared to a computer (computer analogy) – input, processing and output.

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- o characteristics of sensory, short term, and long-term memory (encoding, capacity, duration)
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Task:

Produce a fact file that includes information on the key assumptions of each of the different approaches to psychology. Remember to reference your sources of information within your work. This work is due in on your first day in September 2024. (3000 words)

## **Health and Social Care**

### **Task**

#### **Title: Exploring Human Lifespan Development: An Investigative Project**

Introduction: Human lifespan development is a fascinating journey filled with growth, changes, and challenges. From the moment we are conceived to the end of our lives, we experience various stages of development that shape who we are. This project aims to introduce you to the basics of human lifespan development and encourage you to explore its key concepts through research and reflection.

<b>Activity 1:</b>
<b>Define Human Lifespan Development:</b> Define human lifespan development in your own words. Explain why understanding this concept is important for appreciating the changes individuals go through from birth to old age.
<b>Activity 2:</b>
<b>Investigate Stages of Human Development: Research and describe the different</b>



**stages of human development: Identify and discuss the key characteristics, milestones, and challenges associated with each stage.**

- Prenatal: From conception to birth
- Infancy: Birth to 2 years old
- Childhood: 2 years old to puberty
- Adolescence: Puberty to adulthood
- Adulthood: Early, middle, and late adulthood
- Old age: Geriatrics and end of life

**Activity 3:**

**Explore Influential Factors: Explore the factors that influence human development: Provide examples to illustrate how these factors can impact individuals' development across the lifespan.**

- Genetic factors inherited from parents
- Environmental factors such as family, culture, and socio-economic status
- Socio-cultural factors like peer influence and societal expectations
- Psychological factors such as personality and cognitive abilities

**Activity 5:**

**Reflect on Personal Development:** Reflect on your own development journey so far. Identify significant milestones or experiences that have shaped who you are today. Consider how factors like family, school, friends, and personal interests have influenced your growth and development.

**Activity 6:**

**Create a Visual Representation:** Create a visual representation (e.g., timeline, poster, infographic) that illustrates the stages of human development from birth to old age. Include key characteristics, milestones, and factors that influence development at each stage.

**Activity 7:**

**Conclusion:** Summarise your findings and reflect on what you have learned about human lifespan development. Discuss the importance of understanding this concept in everyday life and how it can help us better understand ourselves and others.

**Presentation Guidelines:**

- Your project can be presented in written or visual format, or a combination of both.
- Ensure clarity and organisation in your presentation.
- Use appropriate language and avoid jargon
- Include relevant examples and illustrations to support your points.

**Submission Guidelines:**

- Make sure your project is neat, well-presented, and reflects your understanding of human lifespan development.
- Hand in on your first day in September 2024