Changes to the AQA Psychology specification (Version 1.1) and support for these changes

AQA released Version 1.1 of their A Level Psychology specification in June 2019. Most of the changes are very minor. Please refer to the AQA website for more information.

To support you with these changes, this pdf contains some replacement pages for this workbook as outlined below.

4.3 Issues and options in psychology

4.3.3: Gender: AQA has replaced ‘Gender Identity Disorder’ with ‘Gender dysphoria’ to reflect changes made to the DSM.

To support you with this change, replacements for the following pages are provided:

- p42 (Lesson notes: Atypical gender development)
- p168 (Handout 62: Atypical gender development crossword).

4.3.9: Forensic psychology: The first bullet point in this section relating to problems in defining crime and ways of measuring crime has been removed from the specification. This means that students will no longer be examined on the content of p256–7 of The Complete Companions Year 2 Student Book.

To support you with this change, a replacement for the following page is provided:

- p86 (Lesson notes: Defining and measuring crime).
TOPIC: Atypical gender development

**Atypical gender development crossword**

A crossword may seem a little too juvenile for A Level students but, as an activity, it certainly has its merits (and in my (MG) experience, there is no such thing as too juvenile for A Level students!). This activity can be used to force students to engage with textbook material in more depth and to read for meaning; the clues on this crossword are designed to encourage this. The crossword would work well with page 106 of the Complete Companion.

The answers are as follows:

**Across**
1. thalamus
2. rejection
3. illness
4. genderdysphoria
5. preferred

**Down**
1. innately
2. sensitive
3. testosterone
4. longer
5. DDT

**References**


Atypical gender development crossword

ACROSS
2 The location of the BSTc (bed nucleus of the stria terminalis) which is twice as large in heterosexual men and women compared to transexuals’ brains (8).
5 Zucker (2004) suggested that females identify as males because of severe paternal ________ (9) in early childhood.
6 A social explanation which suggests that childhood trauma can lead to mental ________ (7) which leads to gender issues.
8 A psychiatric disorder where a person feels uncomfortable with the gender assigned to them at birth: ________ (6, 9) disorder.
9 BSTc is said to correlate with ________ (9) sex, not biological sex.

DOWN
1 Cross-wiring may mean that some males feel they should not have a penis and some females feel they should have one. Ramachandran claims that the image of the sex organs is ________ (8) hardwired in the brain in a manner opposite to the person’s biological sex.
3 This area of research is difficult to study because it is socially ________ (9), i.e. the outcome of the research may have social consequences.
4 The effect of the ‘transexual gene’ may be reduced action of the male sex hormone ________ (12) which may under-masculinise the brain in the womb.
7 Hare et al. (2009) found that people with gender dysphoria were more likely to have a ________ (6) version of the androgen receptor gene.
10 Name of pesticide that contains oestrogens which may mean males prenatally exposed to high levels develop feminine behaviours (3).
Lesson notes

Note from the publisher: In June 2019 'Defining and measuring crime' was removed from the AQA specification. We have retained the content below for background reading only.

TOPIC: Defining and measuring crime

Group statements – Considering the nature of crime

The idea of group statements is outlined on page 6.

A good start for this topic might be to use team statements to provoke student thinking about what crime is and the changing nature of crime. So, for example, you could ask students to respond to the following discussion points:

- Before 1967, homosexual acts were illegal in the UK. In 1967 homosexual acts became legal. What does this suggest about crime?
- Homosexual acts are now legal in the UK but considered to be illegal in more than 70 countries in the world. What does this suggest about crime?
- It is illegal to drive on the right-hand side of the road in the UK (there are some exceptions to that rule). In Germany, it is illegal to drive on the left-hand side of the road. What does that suggest about crime?
- Premeditated murder against other human beings is illegal in all countries with a government. What does this suggest about crime?

GROUP S T

Using collaborative learning structures (see page 5) can help to ensure that your higher-ability students are stretched and that your lower-ability students are supported.

TOPIC: Defining and measuring crime

Defining and measuring crime: True/False

Handouts 137 and 138 provide an activity designed to encourage students to read textbook content carefully and a way to ensure that students are more likely to retain and understand that knowledge.

Various statements are included on the handouts and mirror the content from pages 256 and 257 in the Complete Companion. Students need to decide whether they think that statement is true or false. If the statement is true, they should develop that point with more detail. If the statement is false, the students should correct the statement.

Answers
1. False, 2. True, 3. True, 4. False, 5. False, 6. True, 7. True, 8. False, 9. True, 10. Actually… this one is open to debate and it is up to the student to justify their True/False selection.

HANDOUTS 137 and 138

This activity does not lend itself too easily to differentiation; students are more likely to differentiate themselves by the level of detail they include in their extensions and corrections.

However, you could separate the students into two groups: those that complete the activity with their textbook, and those that complete the activity after reading the relevant textbook page once only.