

PSYCHOLOGY YEAR 12 TRANSITION BOOKLET

Developing your skills in Psychology

TASK	When?	WORK COMPLETED
1. Collecting data	W/C 21 st July	
2. Analysing data	W/C 28 th July	
3. Drawing a conclusion	W/C 4 th August	
4. Approaches in Psychology	W/C 11 th August	
5. Exploring Psychology outside of lessons	W/C 18 th August	
6. Write a review	W/C 25 th August	

As Psychology is only offered as an A level at Chew Valley School we do not expect you to have any previous knowledge. However, the following pages should give you a taster for what is in store over the next two years.

The topics you will be studying in year 12 are: Approaches, Memory, Social Influence, Attachment, Psychopathology, Biopsychology and Research Methods.

Please be aware that at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be at least the standard of higher tier GCSE Maths and this can be included in any lesson, so you will be expected to have a calculator, ruler and pencil with you in all lessons, along with your folder of notes and class handouts.

You are required to complete **ALL** of the activities in this transition pack for submission in the first week of the new academic year. **The A Level in Psychology is a fun, embracing yet challenging qualification.** It will develop your thinking skills and vastly expand your knowledge of human behaviour.

Task 1- Collecting Data

A psychologist called Miller proposed that **short-term memory** had a **capacity** of between 5 and 9 items. This means that we can only hold about this many items in our mind at once. You will need to design a study to test this theory. You will need to prepare a list of ten words which you can ask 5-10 participants to remember.

AIM: To investigate the capacity of short-term memory and test Miller's theory that it is between 5 and 9 items

Designing your experiment

Should all participants see the same list of 10 words?

Should all participants see the list of words for the same amount of time?

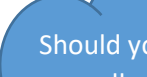


How will you present the list of words to the participants?

What equipment will you need for this experiment?



Will you use 10 long words or 10 short words or a mixture of both?



Should you make sure all participants are in a quiet environment?

How long should participants have to recall the list of words?

How will you recruit your participants?

Thinking about all of the questions above, write a procedure below explaining how you will be doing your experiment. It should be detailed enough for anyone who reads it to be able to carry out your experiment exactly the same way you carried it out.

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SAMPLE: Explain how you recruited your sample, how many participants used and the age range of participants. **DO NOT name participants- to be ethical we need to refer to them as Participant 1 and Participant 2 etc.**

RESULTS: Calculate the mean number of words recalled by each participant and the range and write in the table below.

Mean number of words recalled	
Mode number of words recalled	
Median number of words recalled	
Range of data	

CONCLUSION: What did you find out about the capacity of short-term memory? Did your findings match what Miller proposed in his theory?

DISCUSSION: What strengths and weakness can you identify with the way you carried out this research?

Task 2- Analysing Data

Experiment 1



A Psychologist aimed to investigate if school pupils obey male teachers more than female teachers. They got a male teacher to go into the playground one lunchtime in a primary school and ask children to line up in the middle of lunchtime. They measured how many of the children obeyed the instruction within the first 5 minutes. The next day, they went into a different primary school and got a female teacher to go into the playground and ask children to line up in the middle of lunchtime. Again they measured how many of the children obeyed the instruction within the first 5 minutes.

The data they collected is shown below:

	Number of children in the playground	Number of children who obeyed the instruction within 5 minutes.
MALE TEACHER	207	168
FEMALE TEACHER	284	236

1. Calculate the percentage of children who obeyed each teacher.
2. Which teacher did the children obey more?
3. What conclusion can we draw from this in regards to the psychologist's original aim?
4. They used two different schools to test the theory. How might this have affected the results of the study?
5. What differences might have existed between the two teachers used, other than gender, that might also have affected the results?

Experiment 2

A psychologist aimed to test if a new anti-depressant medication was more effective than an existing anti-depressant medication. She recruited a sample of 10 participants who were on the old medication by putting up adverts in local doctor's surgeries and offering to pay participants £20 for participating in her research. The names of all 10 volunteers was put into a hat and 5 participants were chosen at random to receive the new drug.

All participants completed a rating of their mood at the start of the experiment on a scale of 1-10 (with 10 being the highest) and again after 3 months.

The results are shown below.

PARTICIPANT NUMBER	DRUG RECEIVED	BASELINE MOOD RATING (OUT OF 10)	MOOD RATING AFTER 3 MONTHS (OUT OF 10)
1	OLD DRUG	5	6
2	NEW DRUG	6	8
3	OLD DRUG	4	5
4	NEW DRUG	8	9
5	OLD DRUG	2	2
6	NEW DRUG	6	8
7	OLD DRUG	8	8
8	NEW DRUG	7	8
9	OLD DRUG	9	8
10	NEW DRUG	1	5

Complete the summary table below

	MEAN BASELINE RATING	MEAN RAING AFTER 3 MONTHS
OLD DRUG		
NEW DRUG		

1. What conclusion can the psychologist come to about which drug is most effective?
2. Participants knew they were getting either the same medication they already received or a new medication. What difference might it have made on participants rating after 3 months if they knew they were receiving a new drug?

Task 3- Reaching a conclusion

Analysing the findings of research is a key skill in Psychology. Psychologists carry out extensive research and we need to understand what they have found and how it relates to existing theories. We need to critically analyse what it suggests and then delve deeper to identify why the conclusion may be uncertain. For each of the examples below, read the theory and then the research and then write a conclusion explaining if the research supports the theory and provides evidence *for* the theory or if it contradicts the theory and provides evidence *against* for the theory. Try to then further analyse by stating “however” and identifying reasons why the conclusion drawn may not be certain. Take time to think about what you have read and look up in a dictionary any words you do not understand.

THEORY: The theory of retrieval failure proposes that we sometimes forget information because we cannot access it in our mind. If we lack the cue needed to access information we can't retrieve it and therefore appear to have forgotten the information. This gives us the sense of “Oh, I know this!” The theory suggests that if we are in a different environment when we try to access the information in our mind to when we stored the information in our mind, we may not be able to access the information. So for example, if you learnt Psychology in a classroom, you might struggle to access what you have learnt when trying to retrieve the information in an exam hall because it is a different environment.



RESEARCH: Godden and Baddeley gave participants a list of 16 words to learn. There were 4 conditions: learn the words underwater and recall them underwater, learn the words underwater and recall them on the beach, learn the words on the beach and recall them underwater, and learn the words on the beach and recall them on the beach



	Learn on beach	Learn under water
Recall on beach	13.5	8.5
Recall under water	8.6	11.4

Participants remembered more words on average if they learnt them and recalled them in the same location. This was regardless of whether they learnt them on the beach or underwater.

YOUR CONCLUSION:

THEORY: Biological Psychologists propose a theory that a disorder, such as OCD, is passed on in the genes. This means an individual inherits a gene from either or both parents that *pre-disposes* them to developing OCD meaning they have a higher than normal likelihood of developing OCD.

RESEARCH: Pauls et al (1995) carried out a family study into individuals with OCD and their families. He compared the prevalence of OCD within family members of an individual with OCD to the prevalence of OCD in the general population. He found that the general prevalence of OCD amongst the population is 1.9%. However, when investigating OCD in relatives of an individual with OCD, he found that the prevalence of OCD was 10.3%.



YOUR CONCLUSION:

THEORY: Psychologists have researched the topic memory extensively and have concluded that our memory of events is susceptible to manipulation by external events, meaning that when we store a memory it may contain inaccuracies and some of these may have been caused by things said to us as we process what we have seen and store it. One way our memory may be distorted may be through leading questions where a question asked to us may contain information that then changes how we remember what we have seen.

RESEARCH:

Loftus and Zanni (1975) carried out a laboratory experiment where participants were shown video clips of a car accident. Participants were then asked a series of questions including being asked *either* if they had seen “a broken headlight” or if they had seen “the broken headlight”.

There was no broken headlight in the videos they had watched.

They found that participants who were asked if they saw “a” broken headlight were less likely to recall seeing a broken headlight (only 7% of participants asked this question recalled seeing a broken headlight) compared to participants who were asked if they saw “the” broken headlight (17% of participants reported seeing a broken headlight)



YOUR CONCLUSION:

Task 4- Approaches in Psychology

Approaches in Psychology are the different ways of observing and explaining human behaviour. During the A level Psychology course there are six approaches you will study. The aim of the following activities is to give you a snapshot of some of the content you will cover in the first term. Please use the internet to help you complete the following tasks.

The Psychodynamic Approach

The Psychodynamic approach is most associated with Sigmund Freud (some would say he is the father of modern psychology). Freud believed that there are many invisible, unconscious forces in our mind that influence us to behave the way we do.

Summarise each of the following parts of the personality according to Freud...

<i>Part of the personality</i>	<i>Summary</i>
Id	
Ego	
Superego	

Apply it:

You need to get your homework done tonight as it's due in tomorrow morning, but your friends have just invited you to a party. What would your id, ego and superego suggest you do?

ID _____

EGO _____

SUPEREGO _____

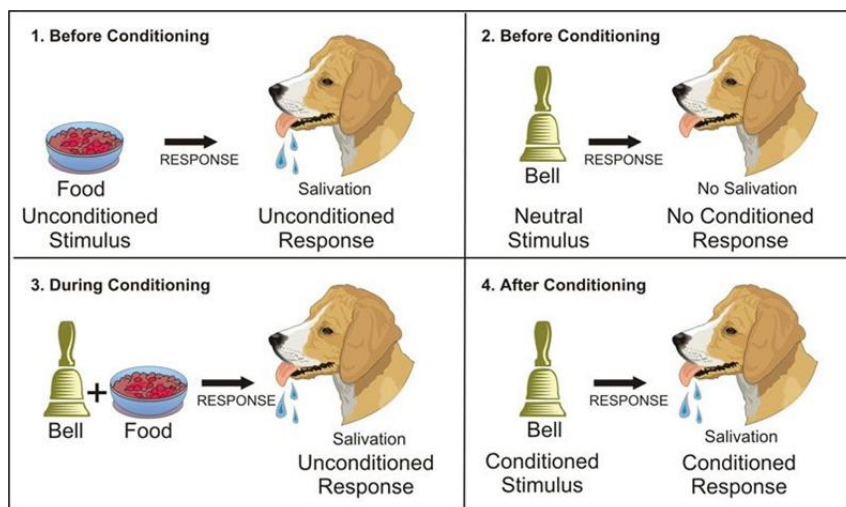
The Behaviourist Approach

The behaviourist approach emerged at the beginning of the 20th century as a response to Freud's theories. Behaviourists believe that psychology should be the study of what is *observable and therefore measurable*. They argued that the id, ego and superego cannot be seen and so cannot be tested and provide scientific evidence. They suggested that psychology should be the study of observable behaviour. This way it can be measured and it makes Psychology more scientific.

Classical Conditioning

Summarise below what is meant by classical conditioning

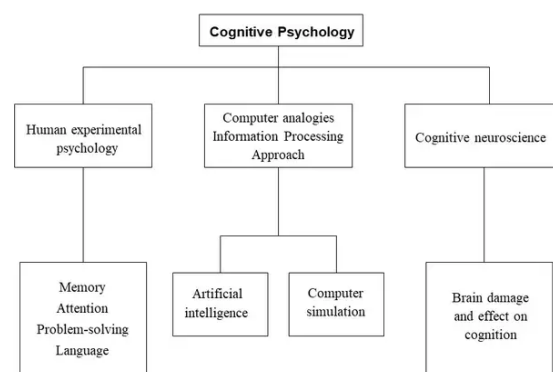
In the box below is an example of classical conditioning by Ivan Pavlov. He made a dog salivate to the sound of a bell by making the dog associate the sound of a bell with food. Use the internet to read more about this.



Classical Conditioning

The Cognitive Approach

The cognitive revolution came with the introduction of computers, as cognitive psychologist compared the human mind to computer systems. It was also developed as a response to the behaviourists failure to ignore mental processes.



Define the terms

Schema	
Inference	

Internal mental processes	
MRI scans	
PET scans	

Apply it:

Explain the role of the schema in helping you make sense of the paragraph below

1. Read the following paragraph:

The Pschyology of Zombeis

Evrey gnereation gtes the mosnter it deserevs as the reprsenetaiton of its depeest faers. Tdoay's zombeis, who are usulaly infetced in thier thuosands, repersent our modren faer of contaiguos disesaes, uncnotrolled medcial techonolgoy and socail colalpse. Zombeis are lniked, in our cutlure, with daeth and we probalby evovled to aviod daed and disesaed bodeis to aviod infcetoin', accrodng to Lynn Alden, a profsesor of pschyology at the Univesrity of Britsih Colmobia. 'But its one thnig to aviod a corspe that ins't movnig and qiute anotehr wehn tehy strat chasnig you!'

Social Learning Theory

Around the time of the cognitive revolution, Albert Bandura proposed the Social Learning Theory. This approaches bridges the gap between the behaviourist and cognitive approaches. Bandura suggested that people do learn through experience (classical and operant conditioning) but they also learn through observing others and imitating behaviours.

Using the internet research the bobo doll experiment. Write in the box below what you found out.



The Biological Approach

In the 1980s the biological approach began to establish itself as the dominant scientific perspective in psychology. This is because of the advancement in technology that led to an increased understanding of the brain and biological processes.

Genetics Define the key terms

Genotype	
Phenotype	
Monozygotic twins	
Dizygotic twins	

Neurochemistry

In the box below, explain synaptic transmission either in full sentences or as a diagram.

Task 5- Exploring Psychology outside of lessons

To drive your interest of your subjects and assist your broader understanding of your learning, it is a good idea to spend some time exploring your subject outside of lessons in different ways.

There are a lot of Ted Talks covering broad areas of Psychology. Ted Talks has a Psychology playlist- choose one Ted Talk to watch.

<https://www.ted.com/topics/psychology>

There are many websites that contain notes on Psychology tailored to the course you will be studying. The following websites contain notes on all areas you will be studying.

[AQA A-level Psychology Revision - PMT \(physicsandmathstutor.com\)](https://www.physicsandmathstutor.com)

<https://www.simplypsychology.org/a-level-psychology.html>

[Psych Boost - YouTube](#)

Your task this week is to explore these resources and complete the following tasks:

- 1) Choose one Ted Talk to watch from the psychology playlist. Write down what you have learnt from that video.
- 2) Using the Physics and Maths Tutor website, in the topic Research Methods, what is a definition of a laboratory experiment?
- 3) Using the Psych Boost YouTube channel, in the topic Memory, identify the three main memory stores according to the Multi-store model of memory.

Task 6- Write a review

Choose one film, book, TedTalk, TV show or podcast from above or from the lists below. Write a 300 word review summarising what it is about and what it tells us about human behaviour.

<u>Books</u> 'Invisible Women' by Caroline Criado-Perez 'This Is Going To Hurt' by Adam Kay 'The Marshmallow Test' by Walter Mischel 'Blink' by Malcolm Gladwell 'The Better Brain' by Bonnie J. Kaplan and Julia Rucklidge 'Quiet' by Susan Cain 'Thinking Fast and Slow' by Daniel Kahneman 'Reaching Down the Rabbit Hole' by Allan Ropper and Brian Burrell	<u>TV shows/Documentaries</u> Three Identical Strangers – Netflix Babies – Netflix Louis Theroux: A Different Brain – Netflix The Secret Life of 5 Year Olds- 4 on Demand
<u>Films</u> 12 Angry Men Rain man A Beautiful Mind Memento The Notebook The Experiment	<u>Podcasts</u> 'Hidden brain' by Shankar Vedantam 'Speaking of Psychology' by The American Psychological Association 'Waking up' by Sam Harris 'All in The Mind' by Claudia Hammond (BBC radio)