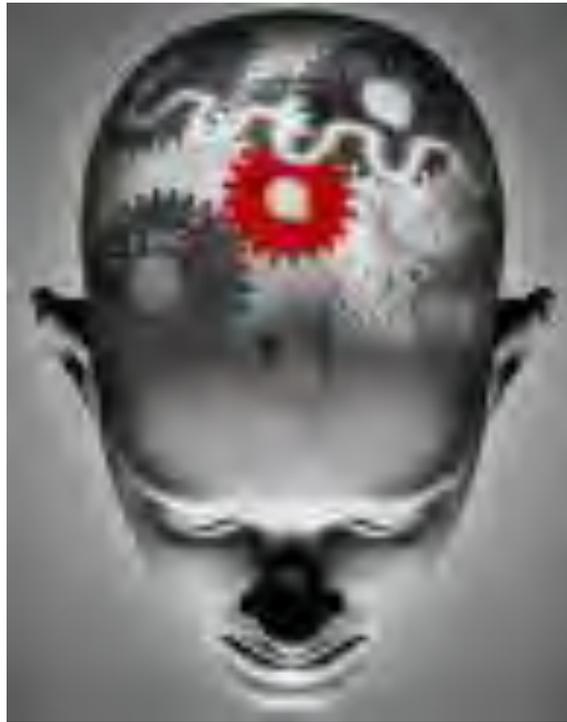


# **A Level Psychology Transition Pack 2020**



## **An Introduction to Psychology**

# Introduction

Hi Y11s

Welcome to Psychology.

This subject is taught jointly at both KSHS (Mrs Brooks) and SGA (Mrs Watson). We very much hope that you will enjoy our subject. It really does combine mathematical and scientific skills with the added requirement of being able to compose detailed critically evaluated essays. Therefore, we need to assess you on a wide range of skills throughout this transition pack.

## Why study Psychology?

Psychology is a useful entry point into a wide range of degree choices or careers because it builds on skills developed in science and humanities. You can find out more information about options available on [www.bps.or.uk/careers](http://www.bps.or.uk/careers)

## What is Psychology?

Psychology is the scientific study of the way we behave and what we do

## What do we study in Psychology?

Visit [www.aqa.org.uk](http://www.aqa.org.uk) for the full specification

### Year 1 - Subject Content

1. Social influence
2. Memory
3. Attachment
4. Approaches in Psychology
5. Psychopathology
6. Research methods 1

### Year 2 (from Term 6) - Subject Content

1. Research Methods 2
2. Biopsychology
3. Issues and Debates
4. Relationships
5. Forensic
6. Stress

You are required to complete the tasks detailed in this transition pack, and to create your own topic folder. Your knowledge and understanding of this work will be assessed during the first week of the A level Psychology course.

1. As with all topics in Psychology you will be required to know names and concepts and to show that you have a good understanding of them. In addition, each of the various Psychological perspectives has its own views on the way that people behave, and the reasons for this.
2. You are required to produce a topic folder using a range of resources. Your topic folder will contain an introduction to some of the main Approaches in psychology, a full aide memoire of definitions and a complete research project write up. In short, you will complete a very useful reference aid for later on.
3. Included is a list of tasks to complete.
4. Completed topic folders will be due for submission in the first lesson of term. You will be assessed on the quality of written communication and comprehension of your topic folder.
5. Finally - this is a detailed and comprehensive assignment. Don't rush it. Remember you are going to be assessed on your work in enrolment week in September. Break it down into small management tasks and PLAN how you are going to spend your time over the coming weeks. The tasks do not have to be done in any particular order, but you should try to complete at least 2 tasks per week. This will allow enough time, along with your other transition packs, to do a good thorough job. This will also provide you with the opportunity to develop excellent study skills in preparation for your assessment in September. It would be advisable to allow some time at the end to review and revise what you have studied ready for your assessment in enrolment week.

## Folder Checklist

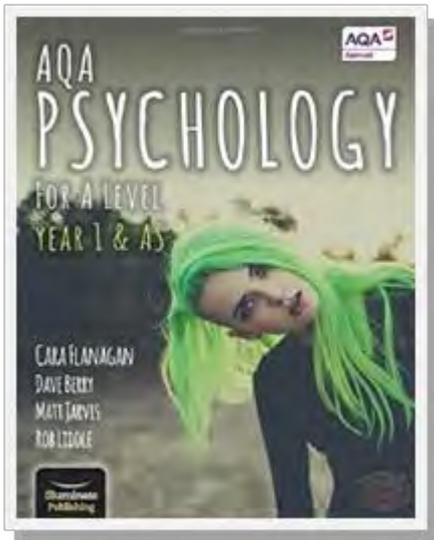
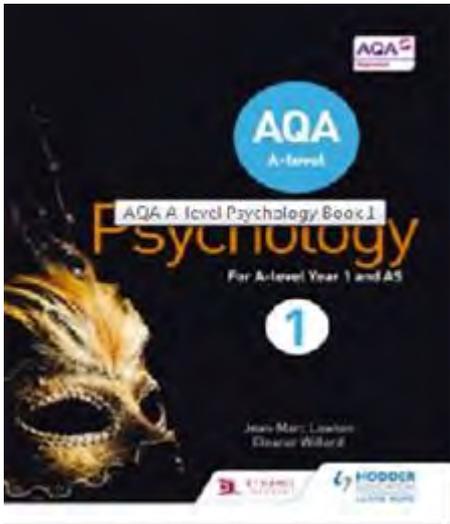
	Breakdown of tasks	Suggested time to complete	Date Complete	Time taken to complete (approx. hrs)	Confidence completion ☺ ☹ ☹
1	Notes and presentation materials: Task 1 Cognitive	2 hours			
2	Notes and presentation materials: Task 1 Social Learning Theory	2 hours			
3	Notes and presentation materials: Task 1 Behaviourist	2 hours			
4	Notes and presentation materials: Task 1 Biological	2 hours			
5	Notes and presentation materials: Task 1 Psychodynamic	2 hours			
6	Key Study Description & Evaluation: Task 2 Cognitive-Loftus & Palmer	2 hours			
7	Key Study Description & Evaluation: Task 2 Cognitive-Clive Wearing	2 hours			
8	Key Study Description & Evaluation: Task 2 SLT - Bandura	2 hours			
9	Key Study Description & Evaluation: Task 2 SLT - Hazan & Shaver	2 hours			
10	Key Study Description & Evaluation: Task 2 Behaviourist - Ainsworth	2 hours			
11	Key Study Description & Evaluation: Task 2 Behaviourist - Pavlov	2 hours			
12	Key Study Description & Evaluation: Task 2 Biological - Sperry	2 hours			
13	Key Study Description & Evaluation: Task 2 Biological - Rahe	2 hours			
14	Key Study Description & Evaluation: Task 2 Psychodynamic - Little Hans	2 hours			
15	Key Study Description & Evaluation: Task 2 Psychodynamic - Bowlby 44 thieves	2 hours			
16	Application of Approaches - Anne - Task 3	30 mins			
17	Application of Approaches - Lewis - Task 3	30 mins			
18	Glossary of Key Terms - Task 4	5 hours			
19	Research Write Up - Task 5 2 copies	2 hours			
20	Maths Assessment Task 6	1 hour			
21	Revision of material covered in the transition pack, ready for an assessment during enrolment week	5 hours			

## Resources

There are a good selection of resources in the school libraries. The textbooks that we shall be using for the course are

"Psychology For A-level Year 1 and AS", 2015, Jean-Marc Lawton, Eleanor Willard, Hodder Education

"Psychology For A-level Year 1 and AS", 2015, Cara Flanagan et al, Illuminate



Here are details to access one of the core textbooks digitally while libraries are closed

[www.illuminate.digital/aqapsych1](http://www.illuminate.digital/aqapsych1)

Student Username: SKESTEVENNG34

Student Password: STUDENT

There are many useful websites for additional reading and referencing. These are the 3 most popular

<https://simplypsychology.org>

<https://www.tutor2u.net/psychology>

<https://www.youtube.com/channel/UCqqIPOTshm8EM8CCWkCy9Pg>

## **TASK 1 – Approaches in Psychology**

You will need to start by reading and preparing presentations about the following psychological approaches. You will not be required to present them straight away, this will come later on in the first term, however your preparation should be comprehensive and detailed enough so that you can compare and contrast various combinations of the approaches.

The main approaches are:

- Cognitive
- Social Learning Theory
- Behaviourist
- Biological
- Psychodynamic

Some keywords to research and include in your presentation preparation are:

- Cognitive = schema, cognitive neuroscience, inference, introspection
- Social Learning Theory = imitation, role models, vicarious reinforcement
- Behaviourist = classical conditioning, operant conditioning
- Biological = genes, neurons, neurotransmitters, synaptic transmission, the brain, hormones
- Psychodynamic = structure of the mind, structure of personality, defence mechanisms, psychosexual stages of development

In summary we are looking for a total of 5 powerpoint presentations, 1 for each approach. Each presentation should include the following:-

1. Assumption of the Approach – how does the approach explain behaviour?
2. Explanation of all key terms listed above
3. Explanation of at least 1 strength and 1 weakness of the approach
4. Anything of interest to you

## **Task 2 – Key Studies Overview**

Different psychological approaches often favour, or are biased towards, the use of particular research methods.

For each approach we have selected 2 key studies for you to focus on that cover a range of research methodological techniques to give you a flavour of the scope and breadth of psychology. It is important that you understand the key features of each research method. We also want to know what you think about these studies in terms of evaluation.

- Cognitive
  - Loftus and Palmer (1974) (experimental method)
  - Clive Wearing (case study method)
- Social Learning
  - Bandura (1961) (observation method)
  - Hazen and Shaver's (1987) love quiz (self-report method)
- Behaviourist
  - Ainsworth's strange situation (1970) (observation method)
  - Pavlov's dogs (experimental method)
- Biological
  - Sperry and Gazzaniga (1967) (experimental method)
  - Rahe (1970) (correlational method)
- Psychodynamic
  - Little Hans (case study method)
  - Bowlby's (1944) 44 thieves study (self-report method)

You should complete the template below for **each** key study.

<b>Introduction</b> Aim – what was the initial research question? What did the research want to investigate?
<b>Hypotheses</b> What (if any) predictions did the researcher make before embarking on the research? What past research were these predictions based on? What results were they expecting to find? Describe the Independent variables and dependent variable here too (if there were any!) What differences did the researcher expect to find between the conditions?
<b>Sample</b> Who took part in the key study? Eg, 5 Female participants aged 18-20 & 5 Male participants aged 18-20 all from Sleaford Joint Sixth Form
<b>Sampling</b> How did they collect their sample? Eg. Opportunity just who happened to be around, or volunteers from an advert/ poster in the local university.
<b>Procedure</b> How was the research project carried out? –Step 1, Step 2...?
<b>Results</b> What results did the researcher find? Did the results match the predictions (hypotheses)?
<b>Conclusion</b> What conclusions did the researcher make based off the results that were collected?

### **TASK 3 - Application of Approaches in Psychology**

One of the most important skills in psychology is to be able to apply your knowledge to new scenarios. We want you to start practising this skill now! An example of how to do this has been included below. Please read this carefully and have a go at applying your new knowledge about the different psychological approaches from Task 1 to the situations that Anne and Lewis find themselves in: how could you use psychology to explain their behaviour?



#### **MARY**

Mary is a 26-year-old smoker. She started smoking at the age of 14 when quite a few of her friends did. Soon after this she became quite concerned about her weight (a concern she still has) and used cigarettes as an appetite suppressant. Mary decided at the age of 21 that she no longer wanted to smoke but despite many attempts she has never, in the last 5 years, managed to succeed. Now she has reluctantly given up trying because she thinks she will not succeed.

*Use the psychodynamic approach, the biological approach, the social learning theory, behaviourist approach and cognitive approach to explain why Mary smokes and cannot give up smoking.*

#### **Psychodynamic**

Perhaps Mary has repressed her worries about her weight into her unconscious, which has caused her to start smoking. According to Freud, it could be possible that Mary is fixated at the oral psychosexual stage of development, which means that she has started smoking in order to gratify her desire for oral stimulation.

#### **Biological**

Mary might have started to smoke because it suppresses her appetite (she seems particularly concerned about her weight). If she is not eating, then she will be slimmer. Mary might not be able to give up because she is physically addicted to the nicotine and/or other chemicals found in cigarettes, and experiences unpleasant withdrawal symptoms (such as headaches) when she tries to stop.

#### **Social learning theory**

Bandura would suggest that Mary has started to smoke because she has observed her friends (her role models) smoking and she is imitating this behaviour. In order for this to happen it is important that Mary pays attention to the smoking behaviour of her friends (e.g. which brand of cigarettes they smoke, how they actually smoke, when they smoke), she remembers this information and she is physically able to reproduce this behaviour. For example, it is important that she is able to physically get her hands on some cigarettes!

## **Behaviourist**

According to classical conditioning, it seems that Mary has learnt to associate smoking with being 'cool'. She smokes, not because she likes smoking or because she wants to smoke, but because she wants to be cool like her friends.

According to operant conditioning, Mary might have started to smoke because it was rewarding; perhaps people notice her more because she is part of the 'cool' smoking group. This is likely to make Mary feel good, so she continues to smoke. In addition, Mary may be unable to stop smoking because the withdrawal symptoms act as a form of punishment. Mary continues to smoke to avoid the unpleasant nausea associated with smoking.

## **Cognitive**

It is likely that Mary started to smoke because she thinks that it is a 'cool' thing to do. She also thinks that she will lose weight by smoking. She thinks that she is unable to succeed at giving up. She has spent the last 5 years trying to give up, unsuccessfully. Mary thinks that she cannot give up smoking so she will always be a smoker.



## **ANNE**

Anne has just had her first baby and feels very depressed and is thinking she may not be a good mother. She cannot understand why she feels like this- the baby was very much wanted and she has a loving and supportive husband. Anne had a very unhappy childhood: she was an only child with a mother who was cold and uncaring. Her father left when she was only 4 years old. He tried to keep in touch with her but her mother did her utmost to prevent him. Anne's best friend has also had a baby, and seems to be coping better than she is.

*Use the psychodynamic approach, the biological approach, Social Learning Theory, the behaviourist approach and cognitive approach to explain why feeling depressed and doubting her abilities of being a mother.*



## **LEWIS**

Lewis is 15 years old and regularly 'skives' school with his friends in order to go to a local gym and box. Even though he is quite small in build, his ambition is to be a professional boxer and is now becoming more aggressive as he trains more. Lewis is not interested in any of the usual things that lads his age enjoy- not music, nor computer games, nor girls. He certainly is not interested in gaining qualifications and thinks they are totally pointless. He has never been successful in academic work and recently has been placed in the 'bottom' group in every school subject for which there is a banding system.

*Use the psychodynamic approach, the biological approach, Social Learning Theory, the behaviourist approach and cognitive approach to explain why Lewis skives school, why he boxes and why he is not interested in education.*

## TASK 4 – Knowledge of Key Terms

Complete the Glossary of terms using textbooks and the internet. This simply means writing down a definition of the term given. If you can, give an example (although this is optional). Remember, this is a reference document to be used later, so make it count. Use your initiative!! You need to ensure your definition is in a psychological context.

### TERMS

Anxiety	Ecological validity	Overt Observation
Attachment theories	Ethics	Phobia
Behaviourism	Ethnocentrism	Positive reinforcement
Bias	Experiment (Laboratory)	Psychoanalytic/dynamic theory
Case Study	Field Experiment	Quasi Experiment
Cognitive Psychology	Free-will	Random sampling
Confederate	Hypothesis	Reductionism
Conformity	Imitation	Reliability
Confounding variable	Independent measures	Repeated measures
Consent	Independent variable	Retroactive interference
Control group	Innate	Sampling
Correlation	Interview	Self-report
Counterbalancing	Longitudinal study	Self-selected sample
Covert Observation	Mundane Realism	Social learning theory
Critical period	Matched pairs	Stimulus
Cross-cultural research	Natural experiment	Stratified sample
Cross-sectional study	Nature	Systematic desensitisation
Debrief	Nurture	Systematic Sampling
Demand characteristics	Observation	Survey
Dependent variable	OCD	Variable
Determinism	Operant conditioning	Validity
Discrimination	Opportunity sampling	Working Memory Model
Disposition	Order effects	

Once you have completed this task you will have your own ready-made psychological dictionary of key terms, and an excellent learning and revision aid.

## TASK 5 – Research Methods

As part of the course specification you should develop a knowledge and understanding of practical research skills.

- designing research
- conducting research
- analysing and interpreting data

Your 5<sup>th</sup> task is to design a practical project to investigate one of the research questions below:

For each research question we have identified the independent variables (conditions) for you. The dependent variables ie what you are measuring, is memory eg. Number of football scores remembered correctly. You must decide how you are going to measure the memory element. This is called operationalizing the dependent variable.

- Do men forget more than women? Condition 1= Men, Condition 2 =Women
- Are the stereotypes of men remembering facts, such as football scores, better than women true? Condition 1= Men, Condition 2 =Women
- Do women remember emotional events better than men? Condition 1= Men, Condition 2 =Women
- Is it easier to remember items that are organised or grouped together? Condition 1= items not grouped together, Condition 2 =items grouped together
- Do some people have a better memory for material presented as pictures rather than words? Condition 1= items presented as pictures, Condition 2 =Women

Your project design must allow for the collection of quantitative data.

Here is a template for you to complete your research write up in.

<b>Introduction</b> Aim – what are you investigating? Why did you choose this topic for your design brief?
<b>Hypotheses</b> Describe the Independent variables and dependent variable here too What differences do you expect to find between the conditions? What results do you predict?
<b>Sample</b> Who took part in your data collection? Eg, 5 Female participants aged 18-20 & 5 Male participants aged 18-20
<b>Sampling</b> How did you collect your sample? Eg. Opportunity just who happened to be around, or volunteers from my family
<b>Procedure</b> How did you carry out your experiment –Step 1, Step 2...?
<b>Results</b> How would you analyse the quantitative data and what graphical representations would you select and why?
<b>Conclusion</b> Based upon your prediction what might be your conclusion?

You must bring 2 copies of your practical project write-up to the first lesson; one for teacher assessment and the other to use later on in lessons for your own purpose.

## **TASK 6 – Maths**

In Psychology about 10% of the marks available are maths skills – in terms of overall marks this equates to about a grade. The Maths skills are an equivalent level to that of Higher GCSE Maths/Stats– these questions help you become more familiar with some of the mathematical content that you will need to know for A-Level Psychology.

### **1) Standard form:**

Sometimes psychologists will come across very large or very small numbers. Because of the nature of very large numbers, it is often necessary to simplify these using shorthand, this is known as standard form.

Write in standard form

- a)  $70 \times 10^5$
- b)  $40 \times 10^5$
- c)  $0.8 \times 10^6$
- d)  $0.4 \times 10^8$
- e)  $0.3 \times 10^8$
- f)  $0.7 \times 10^6$
- g)  $150 \times 10^4$
- h)  $480 \times 10^2$
- i)  $0.044 \times 10^5$
- j)  $0.073 \times 10^7$

### **2) Rounding to decimal places**

Round to 1 decimal place

- a) 0.374
- b) 0.798
- c) 0.393
- d) 0.584

Round to 2 decimal places

- e) 0.136
- f) 0.138
- g) 0.464

Round to three decimal places

- h) 29.9757
- i) 46.2317
- j) 79.0919

Round the numbers in the table.

Number	1 decimal place	2 decimal places
0.181	0.2	k)
8.928	l)	m)
0.4923	n)	o)
45.7053	p)	q)

### 3) Rounding to significant figures

Round to 1 significant figure

- a) 15
- b) 983
- c) 0.0097
- d) 1.9

Round to 2 significant figures

- e) 0.133
- f) 0.0403
- g) 90054

Round to 3 significant figures

- h) 0.6402
- i) 160.7

Round the numbers in the table.

Number	1 significant figure	2 significant figures	3 significant figures
4.915	5	j)	k)
5253	l)	m)	n)
197.196	o)	p)	q)
0.4063	r)	s)	t)

### 4) Using percentages, fractions and decimals

Convert to a decimal

- a)  $\frac{1}{2}$
- b)  $\frac{3}{40}$
- c) 65%
- d) 153%
- e) 51.6%
- f) 41%

Convert to a fraction, reduced to simplest form

- g) 0.2
- h) 0.62
- i) 90%

Convert to a percentage

- j) 0.87
- k) 2.11
- l) 0.017
- m) 2.91
- n)  $\frac{9}{10}$
- o)  $\frac{2}{5}$

Convert to a fraction: p) 67%

### Sample Question

Look at the pie chart below What fraction of divorced adults had a type B attachment?

A pie chart to show the distribution of infant attachment types of divorced adults



- A.  $\frac{1}{5}$
- B.  $\frac{3}{10}$
- C.  $\frac{2}{5}$
- D.  $\frac{1}{2}$

### 5) Ratios

Simplify

- a) 5 : 10
- b) 15 : 5
- c) 5 : 50
- d) 52 : 56
- e) 52 : 12
- f) 52 : 56
- g) 18 : 22 : 12
- h) 16 : 52 : 48
- i) 42 : 15 : 24

### Sample question

The findings from the study are presented below:

A table to show the number of participants who perceived the ambiguous image as a monkey or as a teapot from both conditions: image presented with animals and image presented with kitchen items.

	Perceived as a monkey	Perceived as a teapot
Presented with animals	15	10
Presented with kitchen items	5	12

- a) Identify and simplify the ratio of the number of participants who perceived a monkey in the first condition and the number who perceived a monkey in the second condition.
- b) Identify and simplify the ratio of the number of participants who perceived a teapot in the first condition and the number who perceived a teapot in the second condition.

## 6) Measures of Central tendency.

a) Find the mean of the data given below.

6      6      1      2      1      8

mean =

b) Find the mean of the given data below, rounding your answer to the nearest whole number.

11      12      28      17      21      24      27

mean =

c) Find the mean of the given data below, rounding your answer to 1 decimal place

11.9    4.8    16.4    18.2    12.3    3.6    2.8    25.6    10.8    0.6

mean =

d) Find the median of the data given below.

15      20      10      15      14      23      14

median =

e) Find the median of the data given below.

20      13      10      20

median =

f) Find the median of the data given below.

23.1    11.1    13.1    30.9    13.5    18.1    14.1    0.3

median =

g) Find the median of the data given below

26.3    18.6    8.8    23.2    29.3    20.9    1.5    0.2

median =

h) Find the mode of the data given below.

1      4      6      2      10      11      12      8      10

mode =

i) Find the mode of the data given below.

9      2      4      3      6

mode =

j) Find the mode of the data given below.

8      6      5      3      3      6

mode =

### Sample question

A Psychologist investigated whether recall was affected by the way the material was presented. One group was given pictures to recall, the other group were given words.

Number of Pictures Recalled	Number of Words Recalled
7	4
5	6
10	7
8	5
7	6
5	5
7	9
9	3

Calculate the measures of central tendency for the following set of raw data.

Condition 1 (Numbers of pictures recalled)

a) Mode =

b) Median =

c) Mean =

Condition 2 (Number of words recalled)

d) Mode =

e) Median =

f) Mean =

### 7) Displaying Data

Graphs, charts and tables are all used to describe data and make it easier for the data to be understood.

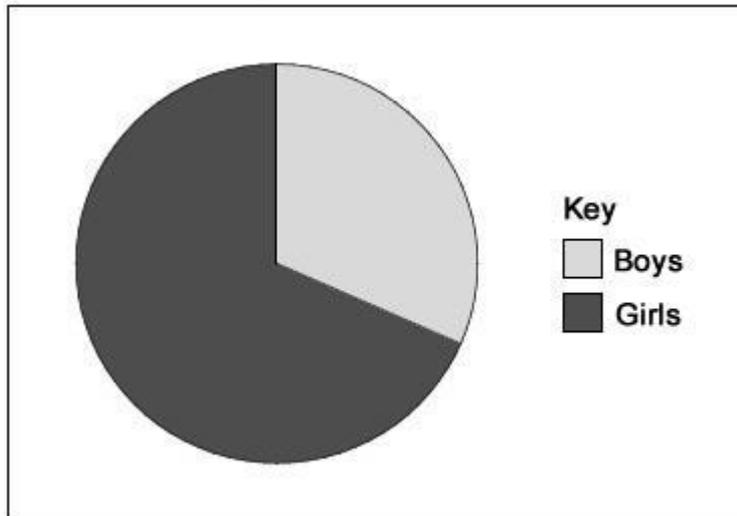
There are a number of graphs and charts that you need to be able to draw and interpret, they include:

- Tally chart (frequency table)
- Line graph
- Pie chart
- Bar chart
- Histogram
- Scatter diagram

### Sample questions

A researcher is investigating gender differences in classification of attachment. They conduct a study using Ainsworth's 'Strange Situation'. The results are shown in the figure below.

The proportions of boys and girls who are classified as securely attached



(a) Using the information in the figure, estimate the percentage of boys and girls that are securely attached.

Boys =

Girls =

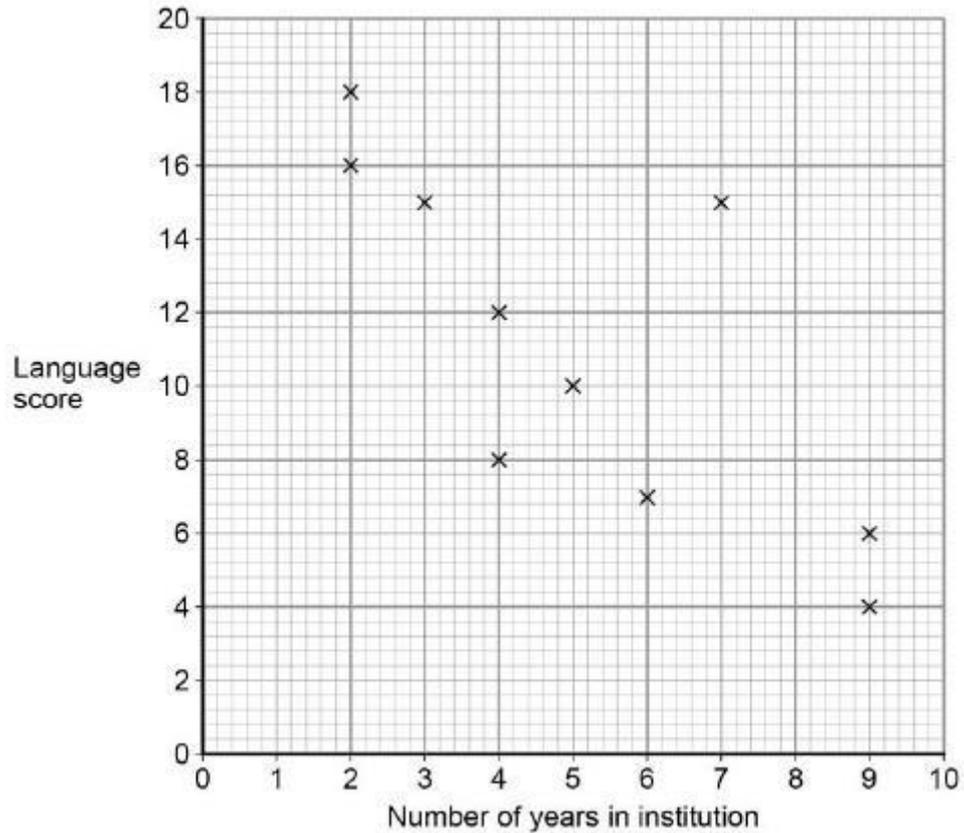
(2 marks)

(b) In a different study, 150 children were classified as securely attached. Of these, 40% were boys. How many of the 150 children were girls? Show your workings.

(2 marks)

A psychologist thinks that there may be a link between language ability and institutionalisation. She tests the language skills of 8-year-old institutionalised children. A high score on the test indicates good language ability and a low score on the test indicates poor language ability. She also records the number of years that each child has been institutionalised. The findings are shown in the figure below.

The relationship between time spent in institution and language score



(c) Identify the type of graphical display in the figure (1 mark)

- A Histogram
- B Bar graph
- C Line graph
- D Scattergram

(d) How many children took part in the study? (1 mark)

(e) What does the pattern of data in the figure suggest about language ability and institutionalisation? (2 marks)

(f) Calculate the range for the language scores. Show your workings. (2 marks)

Remember: Completed properly, this transition pack and the production of a comprehensive topic folder should give you a huge advantage at the beginning of Year 12 in terms of your knowledge and understanding. This will take a lot of pressure away from you when we begin the teaching of the specification. It will also give you a deeper insight into the course content and hopefully increase your enthusiasm and desire to study Psychology.

The formal assessment during Enrolment Week will also be a major part of judging whether you will be able to cope with the demands of the course – Do your best!

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**Good Luck – and have fun!!!**