



CHARTERS
— SCHOOL —

Ψ

Psychology

Year 11 Summer
booklet

Name —

Welcome to Psychology!

This booklet is designed to help you get ready for the A-level Psychology course at Charters. We appreciate that Psychology will be a totally new subject for you and hope that this booklet will allow you to develop a basic knowledge of the subject and to start applying the skills required during the course.

Firstly, you will find information on what we expect you as the learner to achieve from completing the Psychology A-level at Charters. There is also information on the skills assessed and the topics covered. Please have a careful read of this document, and follow the link for the Psychology specification from the exam board AQA for further details on the course.

Secondly, please work through the activities in this booklet – ideally in the order they are presented. There is space in the booklet to complete these activities, please just complete electronically/print and fill in the document.

If you have any further questions, please feel free to contact us:

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A Level Psychology at Charters School

AQA Specification: <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

Psychology students at Charters School will be inquisitive and motivated to learn more about the key issues and debates within the study of human behaviour. They will develop a greater sense of ethical issues surrounding the study of human behaviour and in turn develop a greater sense of tolerance and understanding. They will explore how understanding psychology has real world applications and how it is crucial to our everyday life. They will learn to challenge and question the power of social influence, conformity and enhance their understanding of mental health related illnesses making them feel more confident, autonomous and equipped for their future lives.

This means:

- They will have a strong understanding of the key issues and debates within Psychology, such as nature/nurture.
- They will explore and examine the impact and influence of Psychology in understanding human behaviour.
- They will be able to identify, critically analyse and evaluate different Psychological approaches within Psychology and understand the benefits of Interactionism.
- They will be able to confidently articulate how Psychological research has influenced our everyday practice both in their academic writing as well as through Socratic dialogue.
- They will examine and critically evaluate the array on investigation techniques when carrying out the Psychological research.
- They will develop a critical and enquiring mind, which appreciates the youth of Psychology as an academic discipline but also potential it carries.

How will you be assessed:

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-Level Psychology specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific idea, processes, techniques and procedures:
 - O in a theoretical context
 - O in a practical context
 - O when handling qualitative data
 - O when handling quantitative data
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
 - O make judgements and reach conclusions
 - O develop and refine practical design and procedures

What you will cover:

Year 1

Research Methods

Memory

Social Influence

Attachment

Approaches

Psychopathology

Year 2

Research Methods

Relationships*

Forensic Psychology*

Eating Behaviour*

Issues and debates

*subject to change

Task 1: What is Psychology?

“Psychology is the scientific study of the human mind and behaviour.”

This really means we are trying to understand what it is that causes us to behave the ways we do; why are some people depressed? Why are some people introverted and some extroverted? Why do some people become killers? Why do some people become obese and some have anorexia? It’s a sensitive subject, but the focus is always on: **why are humans the way they are?**

Watch this short video to start you off:

<https://www.youtube.com/watch?v=vo4pMVb0R6M>

Below is a very small selection of key terms that you will come across during the course ranging over many topics. Can you research the definitions of these and summarise into a sentence or two?

Short-term memory	
Forgetting: Displacement	
Secure attachment	
Flooding – Phobia treatment	
Imitation	
Repression – Freud	
Synapse	

Nature vs Nurture	
Falsification	
Hippocampus	
Atavistic form	
Determinism vs free will	
Psychology as a science	
Reliability in Psychology	
Validity in Psychology	
Measures of central tendency	
BPS	
DSM – 5	
Normative social influence	
Deception	

Task 2a: Psychology involves studying our amazing brain

Research and make a table of notes on the following ways of studying the brain: MRI scan, fMRI scan, EEG and Post-Mortem. You will need to find out what these abbreviations mean first! Can you include brief strengths and weaknesses of each method?

MRI scan	
fMRI scan	
EEG	
Post-Mortem	

Task 2b – Optional challenge - Create a drawing/picture of the brain. It can be a scientific drawing in cross section or even an artistic representation using any medium, digital or otherwise. The best ones will be used to decorate the classroom. Spend some time learning about the different parts of the brain and their function; it will really help you in your A level!

Task 3: Psychological research

*“Psychology is the **scientific** study of the human mind and behaviour.”*

Psychology is about more than just “thinking about” why we behave the ways we do. We have to conduct RESEARCH to back up our claims and find EVIDENCE to support it. Below are summaries of 5 famous psychological research studies and a series of questions for you to answer after each. If you are interested or want further information, there are great YouTube videos of these studies you can watch.

Milgram 1963

Aim: to investigate if American citizens would be obedient even if it meant harming others, or if Germans in World War II were just ‘evil’.

Method: a laboratory experiment

Sample: 40 American males between 20 and 50 years of age from the New Haven area.

Procedure: Participants were told they were taking part in a learning & memory experiment. They took the role of ‘teacher’, giving what they thought were painful shocks to an actor who they believed was a fellow participant. In truth, there were no shocks. The fake shocks increased from 15 volts (a bit of a painful shock) up to 450 volts (which would kill you).

Findings: 65% of Americans delivered 450V shocks (a lethal shock) to another citizen simply because they were told to do so whenever the actor pretended to get an answer wrong. 100% of the Americans delivered at least 300V shocks (also lethal) to another citizen.

Conclusions: Americans are no less ‘evil’ than Germans and in fact humans simply are compelled to obey authority, even if it may cause harm to other humans.

Questions:

- (i) Do you think this is a good study? Are the findings useful? Why/why not?
- (ii) Are the findings convincing?
- (iii) Is the sample sufficient for the study or is it small/biased?

Piliavin, Rodin & Piliavin 1969

Aim: to investigate if people will help out someone who is suffering on a train, depending on their race, age, how many people are around and if the suffering person is drunk/old.

Method: a field experiment

Sample: around 4500 passengers on the New York subway.

Procedure: Experimenters got an actor to fake collapsing on the New York subway, and the number of people who helped and the time taken to help were recorded by secret (covert) observers. The race of the participants was also recorded. They changed the race of the actor, their gender and also whether or not they were pretending to be ill and collapsed or drunk and relaxed.

Findings: 79% of victims (who were actors) received help from participants, but this number fell to 50% for the “drunk” victim. There was a race effect: black people were more likely to help black victims and white people were more likely to help white victims. The more people that were present in the train, the more likely it was that the passenger would receive help.

Conclusions: Ill people are more likely to receive help than drunk ones, women are unlikely to intervene and help out men, there is a race effect in helping behaviour, and the more people are present the more likely people are to help. This study showed an example of helping behaviour in a real setting.

Questions:

- (i) Why might it be a good thing that this study was conducted in a real subway instead of a lab like Milgram’s research?

- (ii) Is the sample of this study good?

- (iii) Why is it helpful/useful to know the conclusions this study found?

Loftus & Palmer 1974

Aim: to investigate if leading questions can actually change people's memories of an event they witnessed.

Method: laboratory experiment

Sample: 195 students at American universities

Procedure: in study one, 45 students watched films of car crashes. They were then asked to estimate the car's speed in response to a question. In the question, the verb used changed. The question was: "about how far were the cars going when the cars **hit** each other?" but the word hit could be changed to smashed, contacted, bumped or collided. In study two, 150 students went through the same process but later were asked if they had seen any broken glass at the scene (but there was no broken glass – it was a misdirect).

Findings: In study one, the 'contacted' condition led people to estimate the car was going at around 32mph but in the 'smashed' condition they estimated it was going at around 41mph. In study two, people who had the 'smashed' condition were more than twice as likely to report seeing broken glass at the scene, even though there was none.

Conclusion: the findings suggest that the way questions are worded can either change the memories of the participants or they indicate to participants that they should remember them in a certain way.

Questions:

- (i) Why would this be useful for police interviewers? How might they change their questions?
- (ii) What is the problem with the fact that the car crashes were seen on videos? However – why did they HAVE to be videos and not real life?
- (iii) What are some of the ethical issues with the way the study was conducted?

Bandura, Ross & Ross 1961 & 1963

Aim: to investigate the extent to which children will repeat aggression that they've observed an adult doing on a doll.

Method: laboratory experiment

Sample: 72 children

Procedure: One group of children saw an adult attack an inflatable doll (called a Bobo doll) in a play room. Another group of children saw the adult behave in a friendly way with the doll. All the children were then deliberately frustrated (by being taken to a room with toys but not being allowed to play with them) and then were left in the room with the Bobo doll and observed.

Findings: Children who watched the aggressive adult also repeated highly aggressive behaviour. The children who had not seen the aggressive adult however were not aggressive with the Bobo doll. Boys were more likely to imitate an aggressive man and girls were more likely to imitate an aggressive woman. Some children even used hammers and fake guns on the doll, if they had seen the adults doing the same. If they had not observed an adult doing this, they would not do this.

Conclusions: Children are highly likely to imitate adult violence when given the opportunity to do so.

Questions:

- (i) What does this study suggest about serious cases like the case of Jamie Bulger?
- (ii) What are the implications of this for letting children watch violent/horror movies and playing violent/horror video games?
- (iii) Is this a good study? What are some of the issues with the study?

Casey et al 2011

Aim: to test whether delaying rewards in childhood also leads to delaying rewards in adulthood

Method: a longitudinal natural experiment

Sample: 135 individuals completing a task at age 4 and again in their thirties.

Procedure: At age 4, a group of children were asked if they would have one cookie now or wait and get two cookies later. Their responses were recorded. They also conducted brain scans at the same time and found that one area of the brain (the inferior frontal gyrus) was associated with impulse control. In their thirties, they had to complete a questionnaire asking about their behaviour such as their gambling behaviour.

Findings: Participants who took the cookie 'now' (low impulse control) at age 4 also showed low impulse control in their thirties; this was related to low activity in the inferior frontal gyrus. Participants who waited for two cookies (high impulse control) at age 4 also showed high impulse control their thirties; this was related to high activity in the inferior frontal gyrus.

Conclusion: The ability to have impulse control and to resist temptation differs between individuals but is likely to be lifelong; it also seems to be a biological thing over which individuals have little say.

Questions:

- (i) Do you agree with the findings that impulse control seems to be biological?

- (ii) What does this show about the nature-nurture debate and the free will-determinism debate which you researched in Task One?

- (iii) What are the potential strengths/limitations of this study – do you think it is a good piece of research? Why or why not?

Task 4: Designing your own research

Now that you've had a bit of an introduction to what psychology is all about and the all-important research focus of psychology, I want you to design your own research you will conduct on the issue given to you below. You do not HAVE to conduct the study, but you do have to DESIGN the research. Your research question is as follows:

"Is there a relationship between how much time someone spends outside and happiness levels?"

Answer the following four questions based on this below in as much detail as you can:

Why is this area of interest to psychologists? What use could the findings be?
Has there been any previous research on this?

How would you go about researching it? Be detailed – think about method sections that you would have written in Science.

Who might you choose to study? Why would they be a good sample?

What do you expect to find?

Task 5: Maths requirements

Due to the scientific nature of Psychology, maths is included in the examinations – with a Psychological context. Answer the questions below to get an idea of the maths requirements in 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) 70×10^5

b) 40×10^5

c) 0.8×10^6

d) 0.4×10^8

e) 0.3×10^8

f) 0.7×10^6

g) 150×10^4

h) 480×10^2

i) 0.044×10^5

j) 0.073×10^7

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) $\frac{2}{5}$

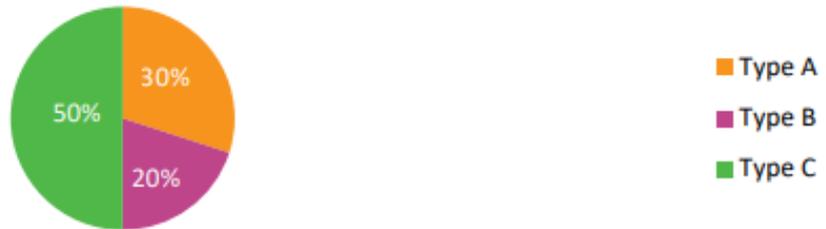
Convert to a fraction:

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. $1/5$
- B. $3/10$
- C. $2/5$
- D. $1/2$

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

- 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.
- 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.

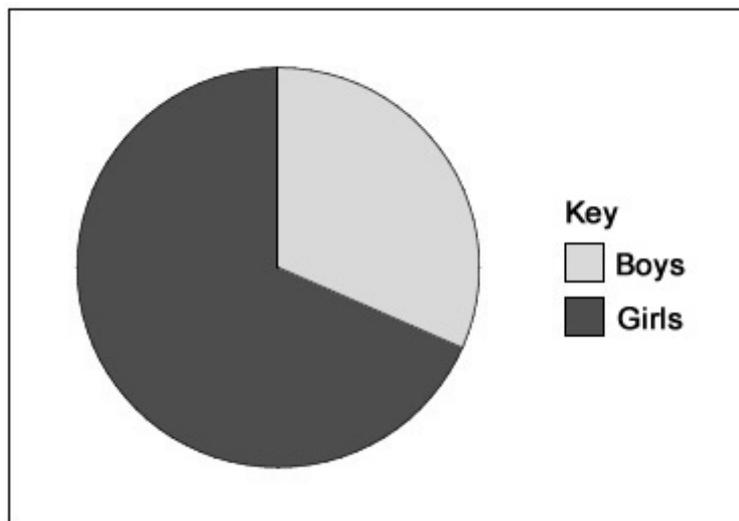
There are a number of graphs and charts that you need to be able to draw and interpret, they include:

- 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 =

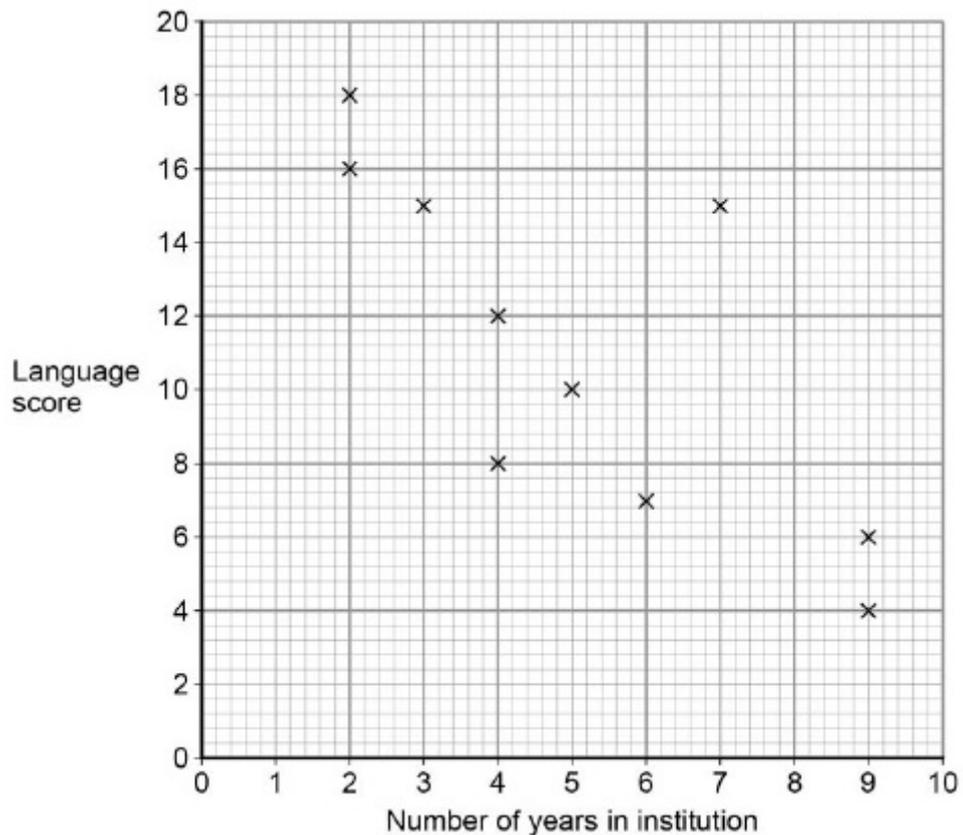
(2)

- (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)

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.

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

(1)

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

(1)

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

(2)

