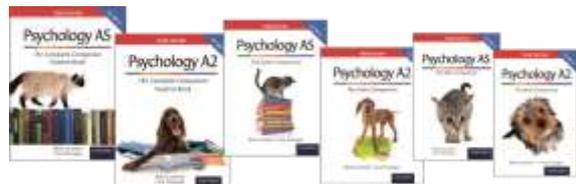


**SWANSHURST SCHOOL SCIENCE
DEPARTMENT**

PSYCHOLOGY

<http://www.kerboodle.com/users/login>

You will be given a log in to use



Text book

The word 'psychology' comes from the Greek word 'psyche' which means the soul or mind. We will study how we can explain human behaviour.

Psychology Welcome Pack

Hello – welcome to this new and fascinating subject. We hope to convince you how useful psychology is – it’s a science, it’s about you, it uses scientific research methods and it links with all other subjects on the curriculum. We need you to know that psychology is not an easy option – it includes key skills of literacy, such as writing essays and evaluations and numeracy, including plotting graphs and calculating means. You will carry out many small scale experiments in lessons and plan and carry out some larger pieces of research on topics such as memory that you have studied.

In this pack you will find...

- **Overview of the psychology year**
- **Detailed year plan**
- **Expectations**
- **Reading list and websites**
- **Induction tasks to be completed by your first lesson.**

Overview of year 1 Psychology

Time	Module taught	Lessons per week	Assessment (May 2017)
September - Jan	Psychology in context A. Approaches in psychology B. Biopsychology C. Research methods	5	Paper 2 3 sections, each 24 marks
Jan-June	Introductory topics in Psychology A. Social influence B. Memory C. Attachment D. Psychopathology	5	Paper 1 3 sections, each 24 marks
June - July	Preparation for A2	5	Exams in the following Jun

<http://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015-V1-0.PDF>

- this is a link to the new AQA psychology specification.

Expectations of this course :-

You can expect that your teachers will....

- Plan your lessons to give you the best chance of performing well in your exams and coursework
- Be on time for lessons
- Set you regular tasks to monitor how you are progressing in this subject
- Mark your work and give you feedback about how you can improve
- Be available outside of lesson time to give you help and support
- Talk to your other teachers in this subject to discuss your progress
- Report any concerns to the Head of Science/ Sixth Form
- Set work for you to do if the teacher is absent
- Help you to plan your revision and arrange for you to attend a psychology conference at a university and some in-school revision classes

We expect that you will....

- Organise your lesson notes and homework in a useful form and expect to have them monitored regularly
- Bring your recent notes to every lesson and hand in homework when due, recording outcomes on Record Assessment Sheet, including targets
- Attend all lessons and be punctual, if you are going to be absent for a trip or appointment, inform your teacher beforehand so they can give you the work
- Prepare yourself for regular 'exam style' assessments. The first of which will be two weeks into the Autumn term
- Spend at least 1 hour per week doing additional research in psychology
- Read Psychology review (in library) and be prepared to discuss articles from it
- Participate fully in class discussions and practical work
- Attend revision and support sessions – usually on a Monday
- Build up a collection of research evidence on topics covered

Recommended textbooks and websites

- **Psychology A level Year 1 and AS by Cardwell/Flanagan** – our textbook in lessons.
- **Oxford AQA Psychology by Green, Lewis, Willerton**
- **Psychology. The Science of Mind and Behaviour** by Richard Gross
- **Psychology review** – magazine in library

<http://www.s-cool.co.uk/a-level/psychology>

<http://www.bps.org.uk>

<http://www.pbs.org/theforgetting/>

<http://allpsych.com/psychology101/intro.html>

http://en.wikipedia.org/wiki/Cognitive_psychology

www.stanleymilgram.com

www.prisonexp.org/

www.changingminds.org/explanations/needs/conformity.htm

Objectives for Induction Work:

1. I can research information and use to answer questions on a psychology topic
2. I can correctly define keywords and use them to interpret data
3. I can identify the key requirements for a successful extended writing question and use these to produce a response to a new question
4. I can produce a presentation on one idea in psychology

IMPORTANT

ALL questions must be answered on a separate paper (NOT on this pack).

The answers can be typed or handwritten.

Please answer each section on separate sheets as each section will be marked separately. There are FOUR sections in total.

This work is important and needs to be taken seriously; it is your first assessment so you need to spend time completing it to **the best of your ability.**

SWANSHURST SCHOOL SCIENCE DEPARTMENT

PSYCHOLOGY INDUCTION TASK 1

Reading an article: The Prison Simulation Experiment

Answer the following questions based on the article 'The Prison Simulation Experiment' (overleaf)

1. Who conducted this study and when did it take place? (1 mark)
2. What was the purpose of the study? (2 marks)
3. What two roles were allocated to participants and how were they allocated? (2 marks)
4. What additional tests needed to be carried out on the 24 volunteers prior to the study and why? (3 marks)
5. What was the background of the volunteers? (1 mark)
6. How were observations carried out? (1 mark)
7. Where was the mock prison? (1 mark)
8. Describe what happened to the prisoners and guards using the images on the next page to help: (5 marks)
9. What were the reactions of the prisoners to their situation? (3 marks)
10. What were the reactions of the guards to their situation? (3 marks)
11. What did Zimbardo conclude from the experiment and what does this mean? (3 marks)
12. List strengths and weaknesses of the study in a suitable table. (5 marks)



TOTAL MARKS = 30

Key Studies

In *Key Studies*, we aim to provide in-depth accounts of some of the most important classic studies in psychology.

The prison simulation experiment

This study by Zimbardo et al. (1973) is usually discussed in relation to obedience, and is almost as famous — and controversial — as Milgram's obedience experiments. However, it is also relevant to certain aspects of **conformity**, as well as demonstrating the power of **social situations** on people's behaviour. Specifically, Zimbardo et al. were testing the **dispositional hypothesis**. This claims that the deplorable conditions of the prison system and its dehumanising effects on both prisoners and guards is due to their respective characteristics: prisoners have antisocial attitudes and behaviour, while guards are sadistic and insensitive.

The study was an experiment in which participants were randomly assigned to one of two 'conditions', the prisoner role or the guard role, in order to observe the resulting pattern of behaviour. It was also a **simulation**, as a mock-prison was specifically created, combining some of the characteristics of a real prison with an environment designed and constructed by the experimenters (thus resembling a laboratory situation). Detailed observation of the behaviour of prisoners and guards provided essential **qualitative data**, using video, audiotape and direct observation.

Wanted

Male participants were recruited through newspaper advertisements which asked for student volunteers for a 2-week study of prison life. From 75 volunteers, 24 were

selected. They were judged to be emotionally stable, physically healthy and 'normal to average' (based on personality tests). They also had no history of psychiatric problems and had never been in trouble with the police. They were all white, middle-class college students from various parts of America.

Participants were told that they would be randomly assigned to the role of either 'prisoner' or 'prison guard'. The basement of the Stamford University psychology department was converted into a mock prison. Zimbardo et al. wished to create a prison-like environment which was as psychologically real as possible.

Booked and blindfolded

The experiment began one Sunday morning, when those allocated to the prisoner role were unexpectedly arrested by the local police. They were charged with a felony, read their rights, searched, handcuffed and taken to the police station to be 'booked'. After being fingerprinted, each prisoner was taken blindfold to the basement prison.

Upon arrival, the prisoners were stripped naked, skin-searched, deloused and issued with uniforms and bedding. Each prisoner wore a loose-fitting smock with his identification number on the front and back, plus a chain bolted around one ankle. He also wore a nylon stocking to cover his hair (rather than having his head

shaved). They were referred to by number only and accommodated in 6 × 9 ft 'cells', three to a cell.

The guards wore military-style khaki uniforms and silver reflector sunglasses (making eye contact with them impossible). They carried clubs, whistles, handcuffs and keys to the cells and main gate. The guards were on duty 24 hours a day, each working 8-hour shifts. They had complete control over the prisoners, who were confined to their cells around the clock, except during meals, toilet privileges, head counts and work.

Pathological reactions

After an initial 'rebellion' had been crushed, the prisoners began to react passively as the guards increased their aggression each day (by, for example, having a head count in the middle of the night simply to disrupt the prisoners' sleep). This made the prisoners feel helpless and no longer in control of their lives.

Every guard at some time or another behaved in an abusive, authoritarian way. Many seemed to positively enjoy the newly-found power and the almost total control over the prisoners which went with the uniform. As one guard admitted:

I was surprised at myself — I made them call each other names and clean the toilets out with their bare hands. I practically considered the prisoners cattle and I kept thinking I have to watch out for them in case they try something.

After less than 36 hours, one prisoner had to be released because of uncontrolled crying, fits of rage, disorganised thinking and severe depression. Three others developed the same symptoms, and had to be released on successive days. Another prisoner developed a rash over his whole body which was triggered when his 'parole' request was turned down. Prisoners became demoralised and apathetic, and even began to refer to themselves and others by their numbers. The whole experiment, planned to run for 2 weeks, was abandoned after 6 days because of the pathological reactions of the prisoners.

Prison conditions

The findings allowed the researchers to reject the dispositional hypothesis in favour of the view that the conditions (physical, social and psychological) of prisons are to blame, that is, the **situational hypothesis**. According to Zimbardo (1973), 'Our study... reveals the power of social, institutional forces to make good men engage in evil deeds'.

In other words, anyone given the role of guard or prisoner in a prison situation would probably behave as the participants in Zimbardo et al.'s experiment behaved. A brutalising atmosphere, like the mock prison, produces brutality. Had the roles been reversed, those who suffered as the prisoners may just as easily have inflicted suffering on those who were randomly chosen to be guards.

Evaluation

An outside observer, who had a long history of imprisonment, believed that the mock prison, and both the guards' and prisoners' behaviours, were strikingly similar to real prison life. This suggests that the experiment had high ecological validity — both the environment and the behaviour were 'realistic' and the findings can be applied to real prisons.

This relates to the study's **experimental realism**, which refers to how best to explain the participants' behaviour. As noted earlier, Zimbardo et al. concluded that the different behaviours of the guards and prisoners could not be explained in terms of their personal characteristics ('sadistic' and 'sociopathic' respectively) because they had originally been selected for their 'normality' and then randomly allocated to one or other role. Consequently, they rejected the dispositional hypothesis in favour of the situational hypothesis: it is the prison environment that makes people act in 'typical guard' or 'typical prisoner' ways.

However, Banuazizi and Mohavedi (1975) argue that the behaviour of both

guards and prisoners may reflect the stereotyped expectations of their respective roles. The participants were 'merely' role-playing (based on their prior expectations about how guards and prisoners 'ought' to behave, learned from movies etc.) However, observation of the participants' behaviour suggested that even if they were merely role-playing at the beginning, they were soon taking their roles very seriously indeed.

Participants were given an informed consent contract to sign. This told them everything that was going to happen to them (as far as this could be predicted), with the exception of the prisoners' arrest. This was partly because final approval from the local police was not given until minutes before they decided to participate, but also partly because Zimbardo et al. wanted the arrests to come as a surprise. So, they were guilty of some degree of deception.

Like Milgram, Zimbardo et al. held debriefing sessions (both group and individual). All participants returned post-experimental questionnaires several weeks, then several months later, and then at yearly intervals. Many submitted retrospective diaries and personal analyses of the effects of

their participation, and according to Zimbardo (1973), 'We are sufficiently convinced that the suffering we observed, and were responsible for... did not extend beyond the confines of that basement prison'. ■

References and further reading

- Banuazizi, A. and Mohavedi, S. (1975) 'Interpersonal dynamics in a simulated prison: a methodological analysis', *American Psychologist*, Vol. 30, pp. 152–60.
- Zimbardo, P. G. (1973) 'On the ethics of intervention in human psychological research' with special reference to the Stamford Prison Experiment, *Cognition*, Vol. 2, pp. 243–255.
- Zimbardo, P. G. et al. (1973) 'A Pirandellian prison: The mind is a formidable jailor', *New York Times Magazine*, 8 April, pp. 38–60.

Richard Gross has taught A-level psychology for over 20 years, and is a regular contributor to *PSYCHOLOGY REVIEW*. He has written a number of books for A-level students, including *Psychology: The Science of Mind and Behaviour* (4th edn, 2001).

AS PSYCHOLOGY INDUCTION TASK 2

2 a) Read the following:

In an experimental study, the researcher manipulates an independent variable (IV) whilst measuring a dependent variable (DV). All other extraneous variables that might affect the DV are held constant, to prevent them from becoming confounding variables and making the experiment invalid.

i) Use the internet and you own understanding to write your own definitions for the following key words.

Word	Definition
Independent variable	
Dependent variables	
Extraneous variable	

[3 marks]

ii) For each of the following experiments identify:

- 1) the independent variable**
- 2) the dependent variable**
- 3) TWO possible extraneous variables**

Experiment 1

Fakedata & Fraud conducted an experiment into the effects of smell on the perceived attractiveness of food. PPs were asked to rate the attractiveness of a loaf of bread on a range of criteria. They recruited two groups of student PPs and arranged for them to attend experimental sessions in the Psychology department from 9.00am onwards. The first 20 PPs just rated the attractiveness of the bread. The next 20 did the same task while the smell of freshly baked bread was being piped into the room through a vent (they were unaware of this). The researchers found that ratings were higher in the 'bread scent' condition and concluded that the smell had the effect of enhancing the attractiveness of the food.

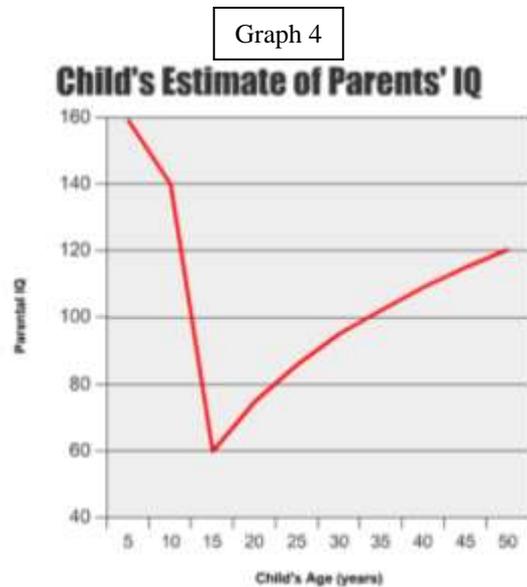
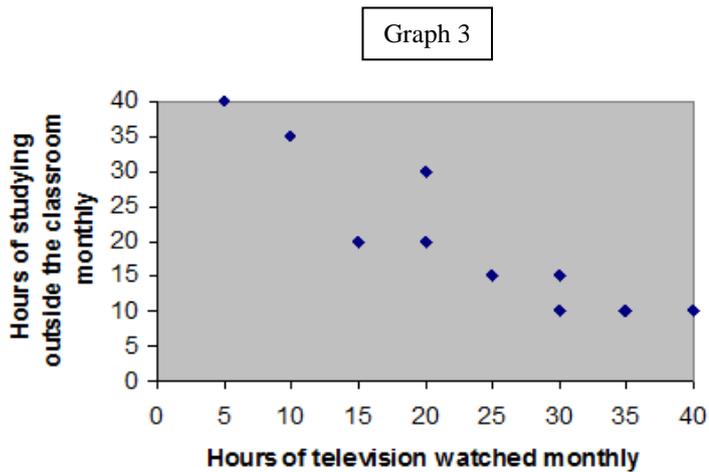
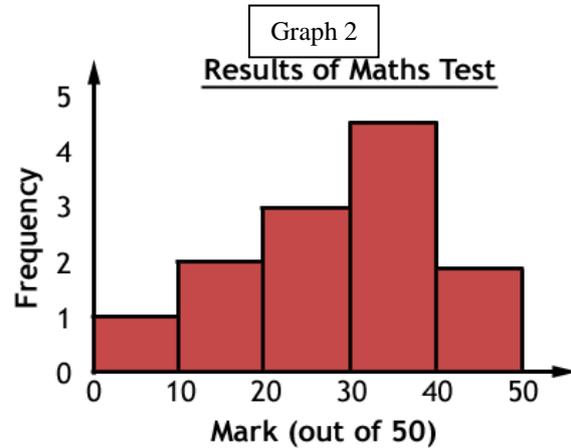
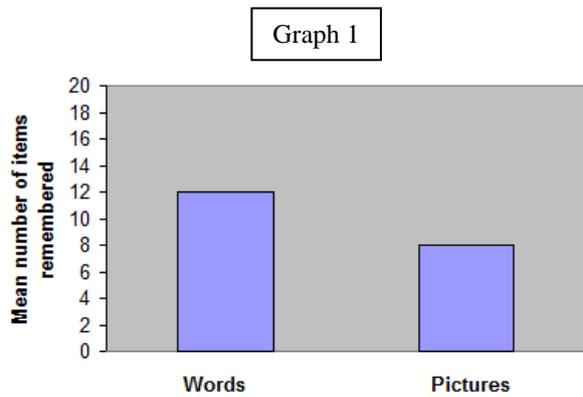
Experiment 2

Researchers conducted an experiment to test the prediction that abstract words are harder for children to remember than concrete words. They selected 10 concrete nouns and 10 abstract nouns and then mixed them into a randomly ordered list. They presented the words one at a time on a screen, for two seconds each, to a sample of 8 year-old children. Immediately afterwards, the children were asked verbally to recall all the words they had seen. The researchers recorded how many of each type of word the children recalled correctly.

[8 marks]

2 b) Answer the following research style questions

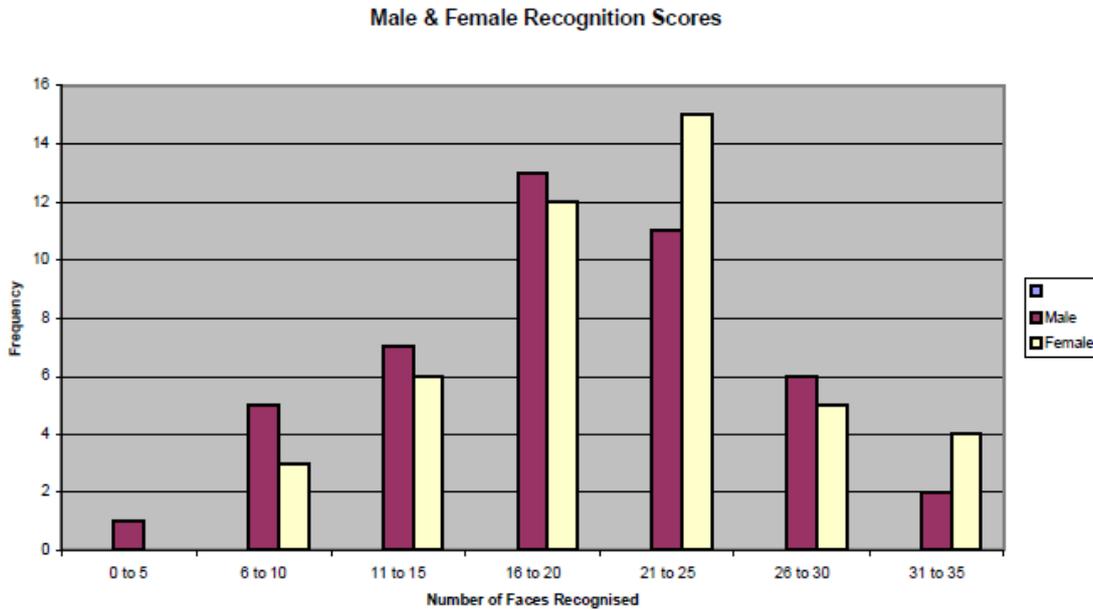
- i) Look at the following graphs and identify the type of graph it is (histogram/bar chart, line graph or scatter-graph).
- ii) Write a conclusion from each graph.



[8 marks]

2 c) Read the following passage and answer the questions underneath:

Fakedata & Fraud (1998) carried out research to test the theory that women are better at recognising faces than men. They showed women and men a series of 60 photographs of adults. Half of the photographs were of people they had been at school with and half were not. The pps were asked to state whether or not they recognised the people in the photographs. The participants were scored +1 for each photograph they correctly identified as being a person they were at school with. The frequency histogram below shows the results of the experiment.



1. What was the size of the sample of men and women used in the experiment?
2. What was the approximate range of scores for women and for men?
3. Explain, by referring to the graph, whether or not the researchers would be able to accept their hypothesis.

[6 marks]

2 d) Read the following description and answer the questions underneath:

A bio-psychologist investigating reaction time to different stimuli decides to carry out an experiment with two conditions. He recruits participants from the college canteen, asking anyone who is around to take part. He tells them that it is a 'fun experiment' and that he will explain it all to them afterwards.

In one condition, participants have to press a button on a computer as soon as they hear a noise through headphones they are wearing. In the other condition, the same participants, again wearing headphones, have to press the button as soon as they see a coloured light appear in the centre of the computer screen. Half of the participants perform in the light condition first and the noise condition second. For the other half of the participants the conditions are in the opposite order.

For each condition, the psychologist records the individual response times on five separate trials, and then takes the average response time for each participant. These averages are then used to calculate an overall average response time for each condition.

At the end of the study, when the psychologist debriefs the participants, one of them is upset when told that his reaction time of 200 milliseconds in the light condition is much higher than that of all the other participants.

Mean response time (in milliseconds) for the noise stimulus condition and the light stimulus condition

	Noise stimulus condition	Light stimulus condition
Mean response time (milliseconds)	80	60

1. Draw a bar graph that could be used to display the mean response times. Label and title your graph. (3 marks)
2. Explain why the psychologist split the group into two with one half doing the noise condition first, then the light condition and the other half doing the opposite. [2marks]
3. Explain one ethical problem involved in this study and suggest how it might have been avoided. (3 marks)

[8 marks]

TOTAL = 33 marks

PSYCHOLOGY INDUCTION TASK 3

3 a) Extended writing Style Questions Checklist

Here is a typical extended writing question:-

Describe and evaluate the behaviourist approach in psychology. Refer to one other approach in your answer. (12 marks)

Here is part of a mark scheme which should help you work out how the marks are awarded. Examiners put the answer in a band **before** awarding the exact marks.

Marks for this question: AO1 = 6 and AO3 = 6

BAND	MARKS	Description
4	10 - 12	Knowledge of the behavioural approach is accurate and compared well to another approach. The comparison and evaluation of the approaches is clear, coherent and detailed. Reference to research methods is used to compare with other approach(es). Evaluation is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking. The answer is well focused with little or no misunderstanding. The answer is well structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.
3	7-9	Knowledge of the behavioural approach to is evident with some limited comparison to another approach. The answer is mostly well focused. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology mostly used effectively
2	4-6	Knowledge of the behavioural approach is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1-3	Knowledge of the behavioural approach is limited with no mention of another approach. The answer lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. There may be errors in grammar, spelling and punctuation.
	0	No relevant content

AO1 Up to 6 marks for a description of the behaviourist approach in psychology.

Features may include – all behaviour is learned and can be best understood in terms of associations between stimulus and response. Behaviour is determined by our interactions and experiences in the environment. Candidates may refer to the principles of both classical and operant conditioning in their response. Classical conditioning – temporal associations between neutral stimulus and unconditioned stimulus (credit diagrammatic representation). Operant conditioning – the use of consequences /reinforcement to shape behaviour.

Credit up to three marks for description of another approach such as the cognitive or biological and/or research methods that can be used eg animal research.

AO3 Up to 6 marks for a comparison and evaluation of the two approaches. This includes stating strengths and weaknesses of the behaviourist approach and comparing these to another approach.

Maximum 7 marks if only the behaviourist approach is mentioned.

TASK: Read the two answers below, mark them using the above mark scheme and then produce a checklist of the important points to consider when writing the perfect response to gain maximum marks.

Response A1

The behaviourist approach includes classical and operant conditioning. Behaviourists believe that all behaviour is learnt and that we should not study stuff that can't be seen. For example, we should not study thinking processes and memory as these are internal mental processes and so there have to be models used to explain them. Classical conditioning was developed by Pavlov who studied dogs salivating and found that the dog would produce saliva to the sound of a bell because the bell was always presented at the same time as food which naturally would produce salivation. This study has been called unethical because the dog was tied up. However, it is better to do this type of study with animals than to do it with people. This is one of the troubles with the behaviourist approach because they use animals and not useful to tell us about human behaviour and learning. They didn't really do any research with humans and so it is difficult to generalise. The behaviourist approach is no longer as popular as it was.

Response A2

The behaviourist approach became popular in the US where psychologists like Pavlov and Skinner carried out controlled scientific experiments about learning using animals. All behaviourist research takes place in controlled conditions so that variables can be isolated and cause and effect can be determined. Behaviourists believe that all behaviour is learnt and behaviour depends on consequences. In a typical operant conditioning study, Skinner showed how learning bar-pressing behaviour in rats depended upon whether or not the rat received a food pellet as reinforcement. Rats would rapidly learn that the action of bar-pressing resulted in a pleasant consequence, so they would repeat the action. Skinner called this positive reinforcement.

Behaviourists also assume that only external behaviour is valid subject matter for psychologists, if psychology is to be scientific. As such they restricted their observations to outward behaviour and did not study emotions and thoughts which some people like Freud would consider of great importance. In this way there is a great difference between the behaviourists and the psychodynamic psychologists like Freud, whose study of the unconscious would have been strongly criticised by behaviourists for being totally unscientific.

The behaviourists can be credited with making psychology respectable as a science but have been criticised for neglecting the importance of mental life. In choosing to study animal behaviour in highly controlled artificial conditions, their research could be said to have little validity in relation to everyday human behaviour. The behaviourists have also been criticised for taking a mechanical view of human beings, assuming that people are responding machines that can be controlled by reinforcement, and that we have no free will.

3 b) Extended writing

Describe and evaluate the behaviourist approach in psychology. Refer to one other approach in your answer. (12 marks)

Gather information from at least 4 different sources – 1 book should be used –see page 4 for suggested ones.

Write a 1 A4 page answer to the question.

Please list the sources used in your bibliography.

PSYCHOLOGY INDUCTION TASK 4

Article for psychology review magazine

Many students have problems with understanding biopsychology. We say to them – but you did a lot of it at GCSE – but obviously it doesn't stick! So your mission is to write an article for psychology review to explain the following things including diagrams and use of keywords.

- The structure and function of sensory, relay and motor neurons.
- How a synapse works, including how neurotransmitters help the nerve impulse travel.

[you will be given a grade for this task]