



**Swanshurst  
School**

**SCIENCE DEPARTMENT**

**AQA  
PSYCHOLOGY**

**Information Pack & Induction Task**

**Name:**

**Form:**

# Psychology Welcome Pack

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

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 (Summer 2022)
September - December	<b>Psychology in context</b>  A. Approaches in psychology and biopsychology B. Research methods  (Some A2 work is taught here – issues and debates)	3 x 1 hour 45 min sessions	Paper 1: Social Influence Memory Attachment (24 marks each section)  Paper 2: Approaches & Biopsychology Psychopathology Research Methods (24 marks each section)
January-May	<b>Introductory topics in Psychology</b> A. Social influence B. Memory C. Attachment  D. Psychopathology	3 x 1 hour 45 min sessions	
June - July	Preparation for A2	3 x 1 hour 45 min sessions	Exams in the following June

**To view the full specification follow this link:** <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

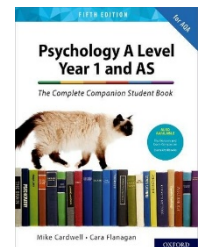
## **Expectations of this course :-**

### **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 your 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
- Purchase a textbook to refer to regularly at home (Psychology A level Year 1 and AS by Cardwell/Flanagan, ISBN: 9780198436324)
- Complete pre-learning as per schedule
- Bring your recent notes to every lesson and hand in homework when due
- Attend all lessons and be punctual. If you are going to be absent for a trip or appointment, inform your teacher (either in person or via email) beforehand so they can give you the work. Work missed has to be completed by the following lesson so you are up-to-date.
- If you are absent due to sickness, then it is important that you catch up with any work missed before the next lesson.
- Prepare yourself for regular 'exam style' assessments. The first of which will be a few weeks into the Autumn term.
- Spend at least 1 hour per week (of the 7 hours extra hours) 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
- 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.
- **Psychology A level Year 1 and AS The Mini Companion** – very useful summary book
- **Oxford AQA Psychology by Green, Lewis, Willerton**
- **Psychology. The Science of Mind and Behaviour** by Richard Gross
- **Psychology review** – magazine in library

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

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

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

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

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

[www.stanleymilgram.com](http://www.stanleymilgram.com)

[www.prisonexp.org/](http://www.prisonexp.org/)

[www.changingminds.org/explanations/needs/conformity.htm](http://www.changingminds.org/explanations/needs/conformity.htm)

### Objectives for Induction Work:

1. I can research information and use it 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 apply my mathematical knowledge to biopsychology

## **IMPORTANT**

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

The answers can be typed or handwritten.

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**.

# PSYCHOLOGY INDUCTION TASK 1

## Answer the following questions based on the article 'The Prison Simulation Experiment'

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 this 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

## 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 your 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.

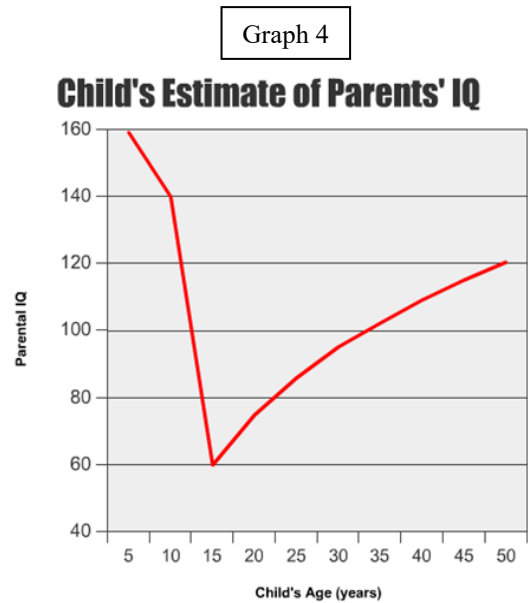
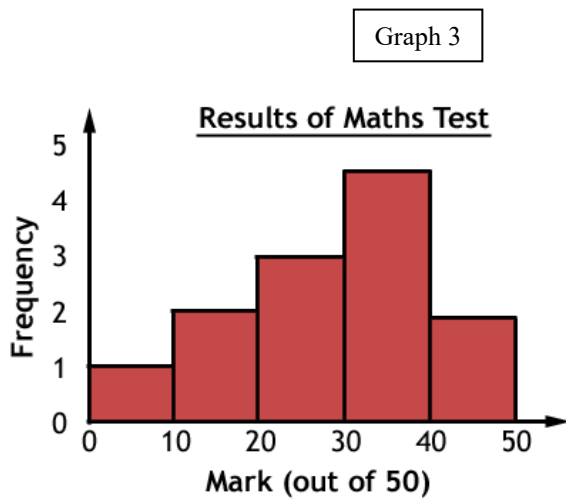
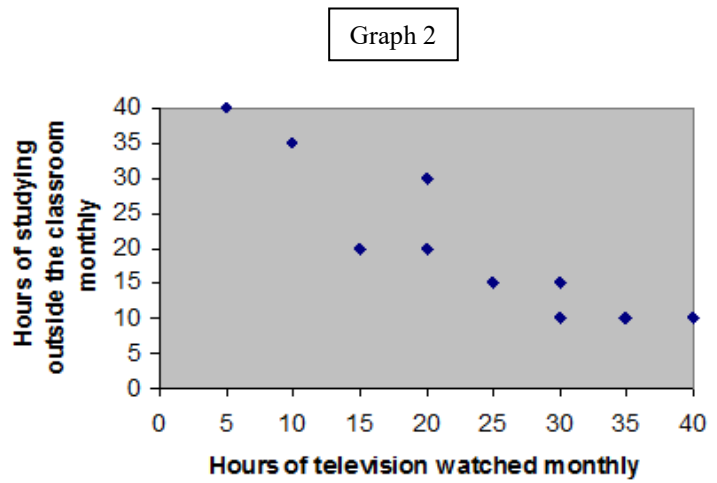
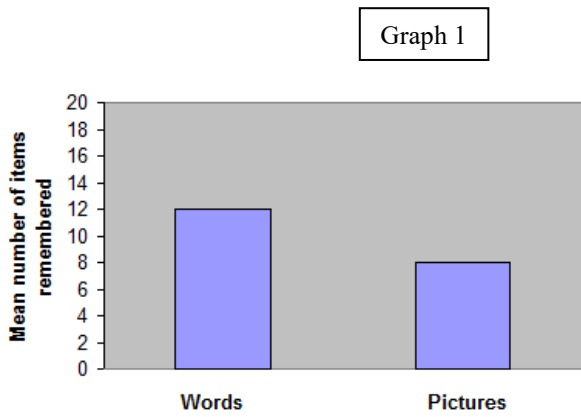
#### Experiment 2

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 question underneath:

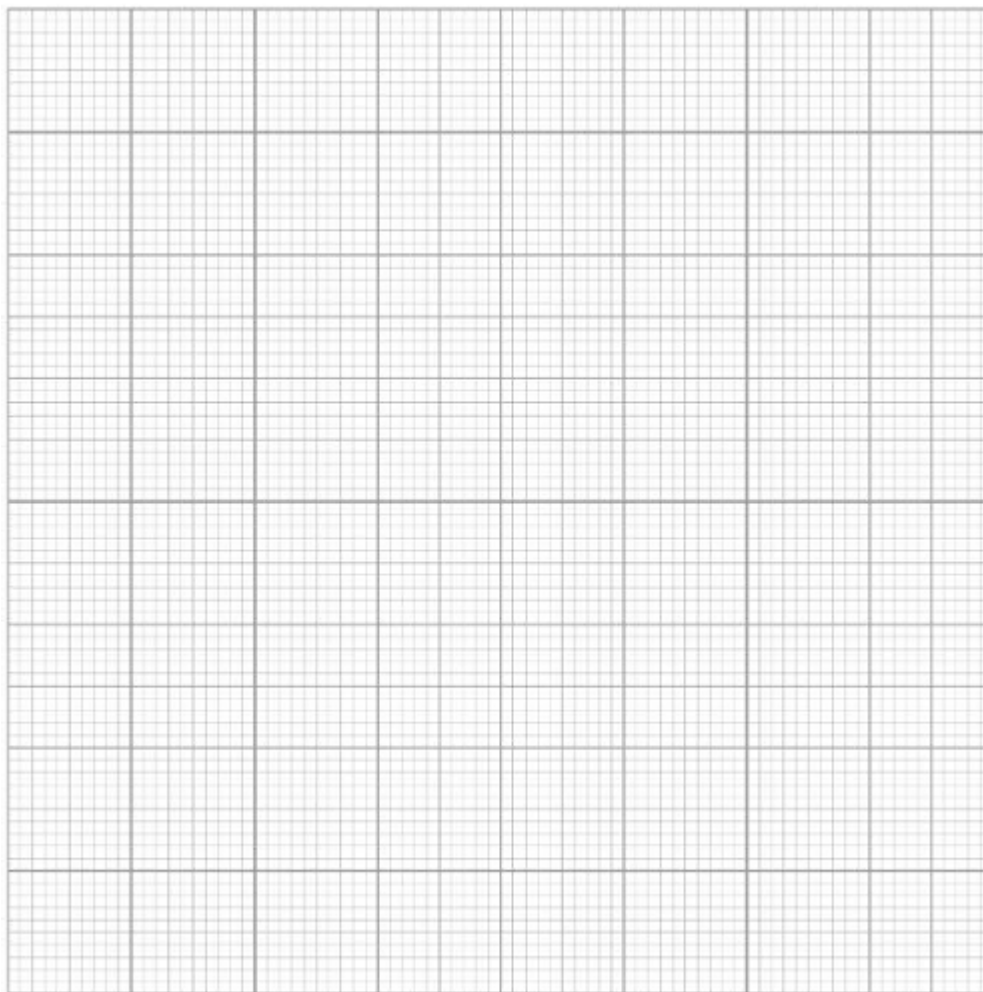
Participants in an experiment were shown a film of a robbery. The participants were then divided into two groups. One group was interviewed using a standard interview technique and the other group was interviewed using the cognitive interview technique. All participants were then given an 'accuracy score' (out of 20) based on how closely their recall matched the events in the film (20 = completely accurate, 0 = not at all accurate).

The results of the experiment are shown in the table below.

**The median accuracy score for the standard interview and the cognitive interview**

	<b>Standard interview</b>	<b>Cognitive interview</b>
<b>Median</b>	10	15

(a) Sketch an appropriate graphical display to show the median accuracy scores in the table above.



[6 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.

# **PSYCHOLOGY INDUCTION TASK 4**

## **Mathematics Skills**

**At AS and A Level Psychology 25% of the marks will be from research methods and 10% of the marks will be for maths skills alone. Have a go at the following questions:**

1. One neuron may be as narrow as 0.004 centimetres in diameter. Express this in standard form. (2 marks)
2. The mean number of neurons in the human brain is 10,000,000,000 (10 billion). Express this in standard form. (2 marks)
3. The longest neuron in the body is about 1 metre in length. What fraction is this of the body length of a person who is 2 metres tall? (2 marks)
4. The rate of neuron growth during foetal development in utero is 250,000 neurons per minute. Estimate how many neurons grow every hour. (2 marks)
5. Your brain makes up only about 2% of body mass, but uses 10 times as much of the oxygen. What fraction of your body's requirements of oxygen are used by the brain? (2 marks)
6. What percentage of your body's oxygen is used by the brain? (2 marks)