



Year 12 Induction

Psychology A Level

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Course Overview

Psychology is a new and exciting subject for many of those who take it up in the Sixth Form. It is a collaboration of scientific methodology and theory in the study of five core components: Social, Cognitive, Physiological, Developmental and Individual Differences. We use these key approaches to study causes of behaviour based on historic and contemporary research from Psychologists.

Students are required to bring a folder on their first lesson for materials that will be relevant throughout the course.

- Unit 1: Social Influence, Memory, Attachment, Psychopathology (Abnormality)
- Unit 2: Approaches in Psychology, Biopsychology, Research methods
- Unit 3: Issues and debates in Psychology and the three optional units of:
 - Option 1: Relationships
 - Option 2: Schizophrenia
 - Option 3: Aggressions

**How will I be assessed?**

Each unit is assessed by a 2-hour exam. Exams are a mixture of short and long answer questions. The course takes two years and exams are taken at the end of the course in the May/June exam series.

What skills do I need to be successful on this course?

This course will appeal to students who:

- Would like to know more about recent developments in how the brain works and how that influences our behaviour
- Are studying related courses, such as Biology, Sociology and Sports studies or would like to take a Science subject to balance Humanities or Arts disciplines
- Are interested in Psychology.

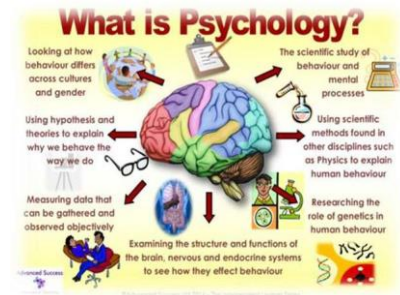
What are career opportunities in the future?

Throughout the course of study candidates are encouraged to develop an awareness of the role of Psychology in society and its application to many situations and careers. Many students go onto Undergraduate Degrees in Psychology, Criminology, Law, Sports Science and medicine to name a few. Careers in Research, Police, Legal System, Counselling, Mental Health Nursing, Sports Science/ Physiotherapy/ Coaching —have all been popular destinations with previous students.

Introduction to course

Psychology is about...

Psychology has been defined as the science of mind and behaviour. Essentially, psychology is all about people. We are all amateur psychologists, every time we try and work out why someone acted the way they did or try to predict how someone might behave or react. Psychology tries to find answers to some of these questions by investigating them in a more scientific manner.



If you would like a fuller understanding of both yourself and others, psychology is the subject for you!

Psychology is a subject where there are **no definite answers** rather it tends to focus on various alternative approaches and schools of thought. Therefore, the most important skills you can develop are to be able to look at different options, theories and research studies and to judge how appropriate each one is to explaining the behaviour you are looking at.

To do this you will need to be able to:

- **Read** different research studies and theories.
- **Reflect** on your past experiences and **share** these in a whole class setting.
- **Evaluate** how well they explain the behaviour you are looking at.
- **Interpret** findings of research both in terms numerical and written data.
- Carry out simple **numerical analysis** of presented material.
- **Research** psychological phenomena for yourself using a variety of methods.
- **Speak out** about your experiences, thoughts and opinions.
- Be prepared to **experience** psychological phenomena through practical demonstrations. ☐ Be an **active participant** in the classroom

You lessons will involve:

- | | |
|---|--|
| <input type="checkbox"/> Debating ideas | <input type="checkbox"/> Writing mini |
| <input type="checkbox"/> Writing essays | <input type="checkbox"/> Independent |
| <input type="checkbox"/> Reflecting on your life | <input type="checkbox"/> Being human! |
| <input type="checkbox"/> Reading articles | <input type="checkbox"/> research |
| <input type="checkbox"/> Mock exams | <input type="checkbox"/> Giving your opinions |
| <input type="checkbox"/> Making mistakes | <input type="checkbox"/> Demonstrations opinion |

Induction tasks

On the next few pages you will find details of 4 tasks I would like you to complete ahead of starting your Psychology course in September.



Task 1: THE EMERGENCE OF PSYCHOLOGY FROM PHILOSOPHY



Research how the philosophers and emerging psychologists identified below have influenced our understanding of human behaviour. Using this knowledge, complete the timeline in chronological order.

Plato Aristotle Hippocrates Wundt



Task 2: ROLE OF MEDIATING PROCESSES

The role of mediating processes:

We typically, however, do not automatically observe and imitate behaviour. There is some thought prior to imitation, called **mediational processes**. There are 4 mediational processes:

1. **Attention** = For a behaviour to be imitated it must grab our attention.
2. **Retention** = It is important that a memory of the behaviour is formed for it to be performed later by the observer.
3. **Reproduction** = Behaviour can only be imitated if we are able to reproduce it.
4. **Motivation** = Observed behaviour that is rewarded is more likely to be imitated than observed behaviour that is punished.

PSYCHOLOGY TODAY

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£2.00

MIDNIGHT SHOOTING AT THE DARK KNIGHT RISES

Late on a Thursday evening in July 2012, audiences all over the country lined up for midnight screenings of Christopher Nolan's *The Dark Knight Rises*. But at one movie theatre in Aurora, Colorado, what began as a night at the movies ended in tragedy when 24-year-old James Holmes threw tear gas canisters into the audience and opened fire, killing 12 and wounding 70.

News coverage was rife with speculation about whether Batman characters, comics or films played a part in inspiring the gunman's spree (or whether the crime was at least an echo of these sources), drawing parallels with Holmes's chosen attire, the way he carried out his attack and the booby-trapped apartment he left behind.



Using the mediational processes outlined above, explain mass murderer James Holmes' behaviour:



Task 3: Memory

Read through the following research study, watch the you tube link and answer the questions. Please type up the answers to these- using the word counts as a guide.

<https://youtu.be/kHde1tS1-qs>

Loftus and Palmer (1974) The Effects of Leading Questions on Memory

Loftus and Palmer wanted to test their hypothesis that the language used in eyewitness testimony can alter memory. They aimed to show that leading questions could distort eyewitness testimony as the account would become distorted by cues provided in the question.

To test this Loftus and Palmer (1974) asked people to estimate the speed of cars using different forms of questions. Estimating vehicle speed is something people are generally poor at and so they may be more open to suggestion.

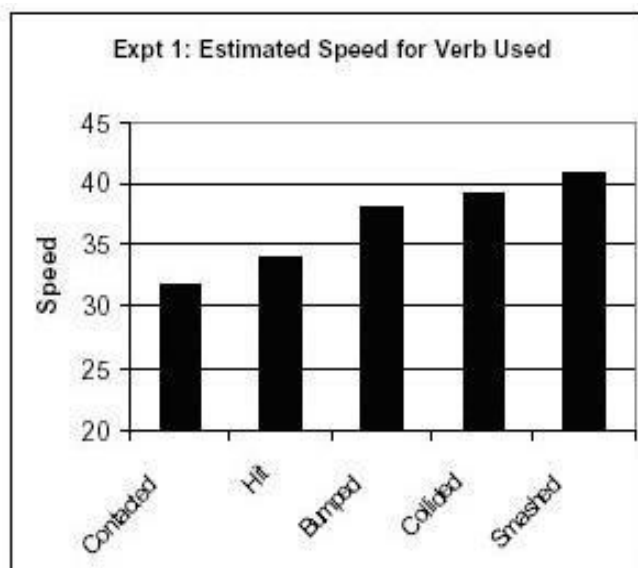


Forty-five American students formed an opportunity sample. This was a laboratory experiment with five conditions, only one of which was experienced by each participant (an independent measure design).

Participants were shown slides of a car accident involving a number of cars and asked to describe what had happened as if they were eyewitnesses. They were then asked specific questions, including the question "About how fast were the cars going when they

(hit/smashed/collided/bumped/contacted) each other. A week after the participants saw the slides they were asked "Did you see any broken glass?" There was no broken glass shown in the slides.

The estimated speed was affected by the verb used. The verb implied information about the speed, which systematically affected the participants' memory of the accident. Participants who were asked the "smashed" question thought the cars were going faster than those who were asked the "hit" question. The participants in the "smashed" condition reported the highest speeds, followed by "collided", "bumped", "hit", and "contacted" in descending order. When people were asked a week after viewing the film whether they saw any broken glass at the scene (there was none), people in the smashed group were more likely to say yes. Therefore, a leading question that encouraged them to remember the vehicles going faster also encouraged them to remember that they saw non-existent broken glass. The question appears to have changed their memory of what they saw.



This research suggests that memory is easily distorted by questioning techniques and information acquired after the event can merge with original memory causing inaccurate recall. The addition of false details to a memory of an event is referred to as conflation. This has important implications for the questions used in police interviews of eyewitnesses.

Questions:

1. What was the aim of Loftus and Palmer's research?
[This should be one sentence]
2. Describe how Loftus and Palmer conducted their research?
[This should be no more than 75 words]
3. Why might only using university students in the research be a problem?
[This should be no more than 30 words]
4. What are the key findings from the research study?
[This should be no more than 30 words]
5. What does this research suggest about leading questions and memories for events? [This should be no more than 30 words]
6. What implications might these findings have for police interviews?
[This should be no more than 30 words]
7. Evaluate this study by explaining why the artificial tasks in this study might be a problem [This should be no more than 30 words]

Task 4: Research Methods Glossary

Research methods is a huge part of the Psychology course and some students talk about it be like learning a language. Your final task is to learn the definitions as best you can. I will post a quizlet to help you with this. But first step is to make sure you can define each word.

Key term	Definition
Causality	
Independent variable	
Dependent variable	
Extraneous variable	
Confounding variables	
Validity	
Internal validity	
Ecological validity	
Reliability	
Demand characteristics	
Social desirability	
Aim	
Hypothesis	

Target population	
Sample	
Representative	
Generalisable	
Repeated measures	
Matched pairs	
Independent groups	
Order effects	
Participant variables	
Counter balancing	
Random allocation	
Deception	
Right to withdraw	
Protection from harm	
Debrief	
Confidentiality	

Privacy	
Descriptive statistics	
Measures of central tendency	
Measures of dispersion	
Bar chart	
Histogram	
Scattergram	
Normal distribution	
Positive skew	
Negative skew	
Nominal data	
Ordinal data	
Interval data	

Suggested reading and watching

The Psychology department would love for you to continue to stay cognitively engaged over the coming weeks and months, despite the cancellation of this year's exams. The following are suggestions; they are not compulsory, but we would love for you to engage in any that you find interesting.



The Psychology Book: Big Ideas Simply Explained by DK
Blink by Malcolm Gladwell
Opening Skinner's Box by Lauren Slater
The Man Who Mistook His Wife for a Hat by Oliver Saks



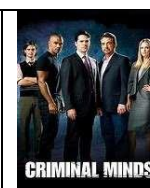
The 25 Most Influential Psychological Experiments in History
<https://www.onlinepsychologydegree.info/influential-psychological-experiments/>
Psychology Wizard <http://www.psychologywizard.net/>
Simply Psychology <https://www.simplypsychology.org/>
Psychology Review <https://www.hoddereducation.co.uk/magazines/magazines-extras/psychology-review-extras>
The Independent <https://www.independent.co.uk/topic/Psychology>



British Psychological Society Digest Podcasts <https://digest.bps.org.uk/podcast/>
All in the Mind <https://www.bbc.co.uk/programmes/b006qxx9>
The psychology of evil <https://www.youtube.com/watch?v=OsFEV35tWsg>
The Psychology Podcast <https://scottbarrykaufman.com/podcast/>



Horizon: The Great British Intelligence Test:
<https://www.bbc.co.uk/programmes/articles/5tFHwWMgg9VbrHT9kvGIFqd/the-great-british-intelligence-test>
Personality Test: https://hb5.cognitron.co.uk/ex/task/q_rs_BFextended
<https://www.youtube.com/watch?v=KJnJ1Q8PAJk>
Do you really have two brains?
<https://www.youtube.com/watch?v=SHqDf8wfABM>
Genie: <https://www.youtube.com/watch?v=VjZolHCrC8E>
Dr Jordan Peterson: Psychological Break-Down of Anxiety (treatments):
https://www.youtube.com/watch?v=6DWvKAgwe_0



If you would like to share what you've learnt, we'd love for you to produce a piece that we could share with other students.