**Subject: Psychology**

**Link Teacher: Miss Bains**

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| **Welcome** | Psychology is a highly fascinating and intriguing subject to study. Having never studied it before this is your first opportunity to find out what it is all about. By definition, Psychology means the study of the mind. However this is by no means the only thing we will study within Psychology. It is a vast subject and we will be studying an array of different topics from mental illnesses to memory, aggression to the history of Psychology, the brain to social behaviour. After studying this subject you will begin applying it to every aspect of your life and will begin to see how Psychology links to every area of human existence.  |
| **Course Summary / Expectations** | * The exam board which Psychology follows is AQA.
* There is no coursework requirement and you will only be assessed through exams.
* There are three exams you will sit at the end of year 13 which will determine your final grade for the course.
* Details of these papers are below:

**Topics in paper 1: Social Influence, Memory, Attachment, Psychopathology****Topics in paper 2: Approaches in Psychology, Biopsychology, Research Methods** **Topics in paper 3: Issues and Debates, Relationships, Schizophrenia, Aggression****Skills needed to be successful in A-Level Psychology:** The ability to: * write in a clear, coherent manner
* summarise information
* use key terminology effectively
* include evidence to support an argument
* analyse theories/studies
* think critically about theories/research and be able to evaluate in terms of strengths and weaknesses
* apply psychological material to different scenarios

**Important Note: During this course you will be studying some Biology and Maths as part of the specification. The exact topics you will study can be found here:**<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level/psychology-in-context> |
| **Tasks to Complete** | **Task 1:****Introductory Quiz:****Write True or False by each idea**

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| 1. We tend to like people more and rate them more highly when we are familiar with them than when we are not
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| 1. Memory is like a tape recorder.
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| 1. Subliminal advertising is effective.
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| 1. Your relationship with your parents is more important than relationships with your siblings (brothers and sisters).
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| 1. Some people are left-brained, others are right-brained.
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| 1. People who feel stressed have weak personalities
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| 1. Psychologists all have the same views about behaviour
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| 1. Psychologists can read peoples’ minds.
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| 1. Very few people have mental illnesses or significant emotional problems.
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| 1. Playing Mozart’s music to infants boosts their IQ.
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| 1. Women are more likely to obey than men are
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| 1. By studying Psychology A Level, I will learn how to lie effectively and how to pull women/men.
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| 1. There is no point of studying animal behaviour
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| 1. Anyone who does not have ideal mental health should take a pill to make them better
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| 1. Most psychologists work as therapists or counsellors.
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| 1. Lie detectors are reliable indicators of whether someone is telling the truth or not.
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| 1. Psychologists go around analysing people all the time.
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| 1. Psychology is a scientific discipline, which has been officially classified as a science by A level exam boards.
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**Task 2:** What kind of psychologist will you be?Tick the answer which apply to you: a, b, c, or d1. When recruiting participants for your experiment do you:
2. Give them all the information you can and explain it in detail
3. Give them a consent form to sign and then ignore it completely
4. Don’t give them a consent form because you need to deceive them
5. Take absolute delight in deceiving your participants
6. When you design your experiment do you:
7. Try to avoid any research where someone might break a nail, never mind deception
8. Recruit students, sixth formers, and other powerless people because you think your research is the most important thing
9. Know that deception is part of your field of work but make sure everyone is looked after well and has counselling if they need it
10. Deception, that’s how I make my living, go away minions…
11. Do you tell people at the outset that they have a right to withdraw from the experiment at any time.
12. Yes, I absolutely make it clear every single time
13. I try to, but sometimes I forget and my girlfriend has to remind me
14. No because it would ruin my experiment, they have to obey!
15. Excuse me, I have a contract to fulfil, are you mad?
16. Do you keep people’s details confidential?
17. Yes, always because I am aware of their human rights and the data protection act
18. They are nameless, but I included details of their humiliation in my book, and on documentaries, but it was all done in the name of science and not for me, honest!
19. Yes, but there are still photos around
20. Are you stupid? I have to think of higher things like book deals, tours, after dinner speaking etc….
21. Do you protect your participants from physical or psychological harm
22. I try very hard to do no harm
23. Most of them, but you have to break eggs to make an omelette
24. Yes, everyone had debriefing and I had counsellors on standby any time they needed it
25. Are you some kind of killjoy? Do you understand entertainment at all?

*Now add up you’re a’s, b’s, c’s, or d’s and find out which psychologist you are:* What kind of psychologist will you be?[picture]**MOSTLY a’s**You are most likely going to turn into **Professor Elizabeth Loftus.** Elizabeth works on making Eyewitness testimony better so that only the right people go to Prison. Her experiment showed that Eyewitnesses are not very good at remembering details when under stress.http://blogs.scientificamerican.com/media/inline/blog/Image/Zimbardo_Headshot2.gif**MOSTLY b’s**You are most likely going to turn into **Professor Philip Zimbardo**. He did the famous Stanford Prison experiment to show how social roles change behaviour. He got so carried away with the experiment he lost sight of the effects on participants until his girlfriend, also a psychologist stepped in and stopped him. Dr Phil is everywhere on the net so he did rather well out of it all…**milgMOSTLY c’s**You are probably going to turn into **Stanley Milgram**. His parents were Jewish Refugees during the war. He watched the trial of Adolph Eichmann whose defence for atrocities toward Jews was “I was only obeying orders” He set up an experiment to test this. He had to deceive participants but was uncomfortable about it220px-Derren_Victor_Brown**MOSTLY d’s**You wish you could turn into **Derren Brown.** You know a lot about the application (some would say misapplication) of psychology. You are highly intelligent, but because your laboratory is the TV and your audience will pay, you are not subject to the ethical codes that the rest of the psychological world is constrained by. **Task 3:****The Approaches in Psychology**

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| --- | --- | --- | --- | --- |
| **Approach** | **Explains abnormal behaviour as …** | **Key Features** | **How the approach studies behaviour** | **Treatments** |
| **Biological** | Abnormality is caused by a physical malfunction of a bodily system. | All mental disorders are related to some change in the body.Such changes influenced by: biochemistry, viruses, neuroanatomy, genetics. | ScientificallyUse of laboratory experiments, blood tests, EEG, etc | Tackle somatic (bodily) causes of disorder.These include:- Neurosurgery- ECT- Drugs |
| **Psychodynamic** | Abnormality is a result of repression of unresolved conflicts between unconscious desires. | Behaviour is driven by unconscious desires. Conflict between desires is not resolved it may cause problems later e.g. phobia. Repression pushes traumatic events into unconscious. | Through individuals (case studies) | Psychoanalysis identifies and resolves unconscious, unresolved conflicts. Techniques include:* word association
* dream analysis
 |
| **Behavioural** | Abnormal behaviour is a result of learning. | Behaviour is learnt via stimulus response links.Reinforcement (positive and negative) of behaviour important – Operant conditioning.Classical conditioning involved in phobia development. | Through observations  | Systematic desensitisation. Patients taught to replace maladaptive responses with desirable ones as they are gradually exposed to their fear.Uses CBT as well |
| **Cognitive** | Abnormal behaviour is caused by faulty thinking patterns. | Maladaptive thought processes result in maladaptive behaviour.Extends behaviourist approach focusing on thinking between stimulus and response. | Through laboratory studies | Maladaptive thought processes identified and restructured to make them adaptive.e.g. CBT |

**Task:****Different Approaches in Psychology****Using the approaches to make an assessment**_817419_fighting300Here is an extract from a brief psychological assessment made by a psychiatrist:*‘K’ is a 30-year old man who has had a long history of violence. He was most recently arrested (for the fifth time) for an attack on another man in a crowded pub. ‘K’ claimed that the man had knocked his drink and laughed about it.**At the time of the arrest, ‘K’ was found to have abnormally high levels of testosterone (as well as high blood alcohol level).**He reported many experiences of seeing his father being aggressive and suffered himself in the form of beatings. ‘K’ said very little about his mother, who appeared to have been absent during this time, although this did not seem to be a concern for ‘K’. ‘K’ was excluded from school on many occasions for bullying other children.**If ‘K’ had a philosophy on life, and it was ‘never show weakness to others’**I recommend further detailed psychological assessment.*The task is to analyse the case of ‘K’ using six different approaches. You need to address the following questions:* How would the approach explain the causes of ‘K’s behaviour?
* What methods might psychologists adopting this approach use to assess ‘K’?
* What therapeutic strategies or treatment may be advocated by psychologists using this approach?
* Fill out the table below:

**Different Approaches in Psychology****Using the approaches to make an assessment**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Why does K behave in the way he does? | How might this approach assess K? | Treatment? |
| Biological  |  |  |  |
| Cognitive  |  |  |  |
| Behavioural  |  |  |  |
| Psychodynamic  |  |  |  |
| Developmental  |  |  |  |
| Evolutionary  |  |  |  |

Put the approaches into a hierarchy (order) from the most influential at the left and the least influential at the right.Most useful/influential Least useful/influentialWhich approaches do you think work well together?**Task 4:****Wider-world relevance of Psychology:**Find an example of Psychology having an impact in real/daily life. Summarise it here*.***Task 5:****Research Methods -** **Glossary of key terms**Find the definitions of the following keywords for the course and write their definition next to them:

|  |  |
| --- | --- |
| Key word | Definition |
| Experiment |  |
| Quasi-experiment |  |
| Observation |  |
| Correlation |  |
| Case study |  |
| Self-report |  |
| Questionnaire |  |
| Interview |  |
| Structured interview |  |
| Semi-structured interview |  |
| Unstructured interview |  |
| Quantitative |  |
| Qualitative |  |
| Subjective |  |
| Objective |  |
| Independent variable |  |
| Dependent variable |  |
| Extraneous variables |  |
| Interpersonal variables |  |
| Validity |  |
| Ecological validity |  |
| Population validity |  |
| Content validity |  |
| Face validity |  |
| Concurrent validity |  |
| External validity |  |
| Consent |  |
| Confidentiality |  |
| Anonymity |  |
| Right to withdraw |  |
| Deception |  |
| Demand characteristics |  |
| Generalising |  |
| Replication |  |
| Closed questions |  |
| Open ended questions |  |
| Leading questions |  |
| Researcher bias |  |
| Briefing |  |
| Debriefing |  |
| Reliability |  |
| Test reliability |  |
| Aim |  |
| Hypothesis |  |
| Alternative hypothesis |  |
| Null hypothesis |  |
| Pilot studies |  |
| Sample |  |
| Random sampling |  |
| Opportunity sampling |  |
| Volunteer sampling |  |
| Independent groups design |  |
| Repeated measures design |  |
| Matched pairs design |  |
| Measures of central tendency |  |
| Measures of dispersion |  |

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| **Summer Reading** | <https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/2773/commonlit_asch-experiment_student.pdf><http://www.garysturt.free-online.co.uk/zimbardo.htm><http://www.edmotivate.com/uploads/4/7/6/4/47648491/milgram_experiment.pdf><https://www.sapili.org/subir-depois/en/ps000018.pdf><https://www.sciencedirect.com/science/article/abs/pii/S0022537174800113><https://onlinelibrary.wiley.com/doi/abs/10.1002/acp.1235><https://www.pnas.org/content/97/8/4398.short> |
| **Useful Websites/ Resources** | **Useful Websites:**<https://www.simplypsychology.org/><https://www.tutor2u.net/psychology><https://www.loopa.co.uk/aqa-psychology-new-specification-revision/>**Useful things to watch:**<https://www.youtube.com/watch?v=vo4pMVb0R6M><https://www.youtube.com/watch?v=edMMPist5rA><https://www.youtube.com/watch?v=vHrmiy4W9C0><https://www.youtube.com/watch?v=hFV71QPvX2I><https://www.youtube.com/watch?v=F4txhN13y6A><https://www.youtube.com/watch?v=zerCK0lRjp8><https://www.youtube.com/watch?v=m_6rQk7jlrc> |
| **Key Terms/ Glossary**  | Already been included as a task in the tasks section above |