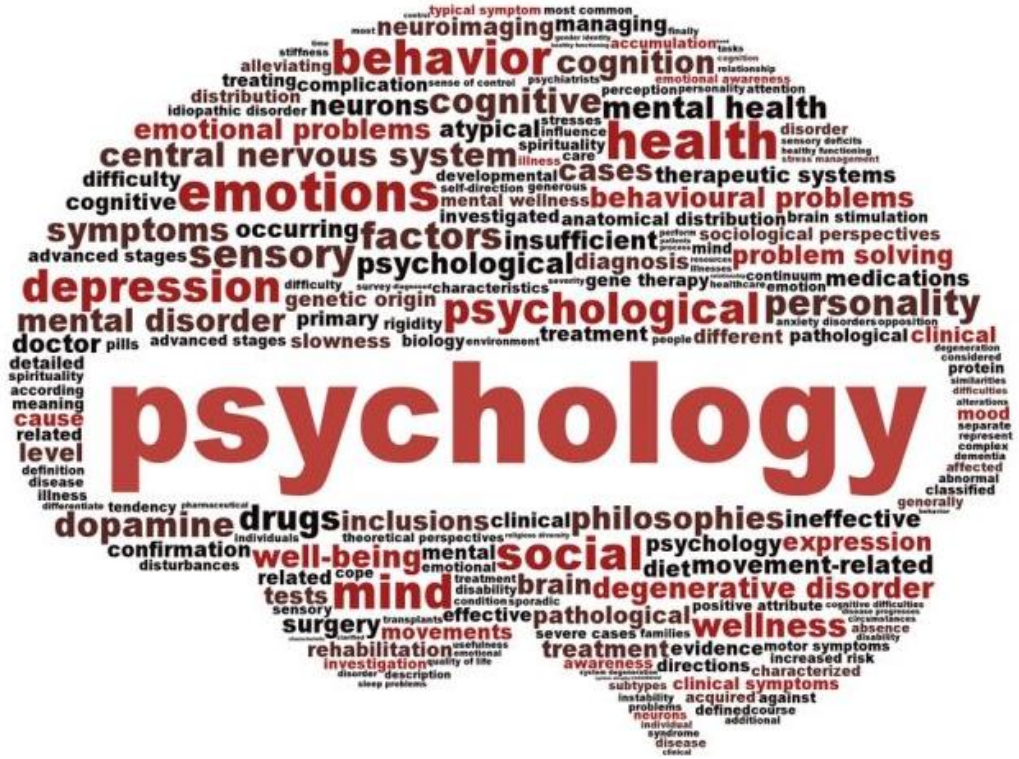
Year 11 -12 Psychology Transition Work

2022

Welcome to Psychology

This pack contains information regarding the course structure, equipment/ reading and website lists and transition work to prepare you to start your Year 12 course in September.



Course Content

QUALIFICATION	A level in Psychology
Teacher Name(s)	Mrs Hussain
Contact email(s)	mhussain@swr.schoool
Exam board and link	AQA
Specification details	7182
Recommended online learning	https://www.tutor2u.net/psychology https://www.simplypsychology.org/ https://psychologylockdown.wordpress.com/

Please complete the activities in this booklet in readiness to begin your studies when we are told Sixth Form may reopen. This will show us your commitment and may be used alongside your GCSE grades and behaviour log as entry criteria – Sixth Form study is hard work and there are no short cuts. Commitment to your studies is essential.

We recommend you use Cornell Notes to prepare for your new course. Please see this video to help you develop the technique:

https://youtu.be/WtW9IyE04OQ

Good Luck

Preparing for Psychology in Year 12

In order to prepare to study Psychology in Yr12 we have set some activities that you may wish to do in preparation for your studies.

AQA Specification- it may be a good idea to read through the attached specification to give you an idea of what you will study and how you will be assessed. You will have
3 exams at the end of Y13 that will test you on the content from Y12 and Y13; broken down further below.

Exam Paper	Topics Assessed
Paper 1: Introductory Topics in Psychology (2 hours)	Social Influence Memory Attachment Psychopathology
Paper 2: Psychology in Context (2 hours)	Approaches in Psychology Biopsychology Research Methods
Paper 3: Issues and Options in Psychology (2 hours)	Issues and Debates in Psychology Relationships Forensics Schizophrenia

Here are some suggested tasks you can complete:

- Familiarise yourself with the A Level specification and the topics you will be studying.
- Take some time to read some of the latest psychology articles and reports on a variety of topics at https://www.psychologytoday.com/gb
- Familiarise yourself with the way you will be assessed in Psychology; identify what AO1, AO2 and AO3 points are.
- Use YouTube to watch videos on studies within Social Influence such as; Asch, Zimbardo and Milgram or other key studies outlined in the specification.
- Produce a key fact sheet with aims, procedure, results and conclusions for each study that you watch.
- Research and read around the Multistore Model of Memory and the Working Memory.

The following pages have some more tasks you can complete, these tasks will help you prepare for the

A 'Level Psychology course. Enjoy!

Part 1 - Research task: Approaches in Psychology

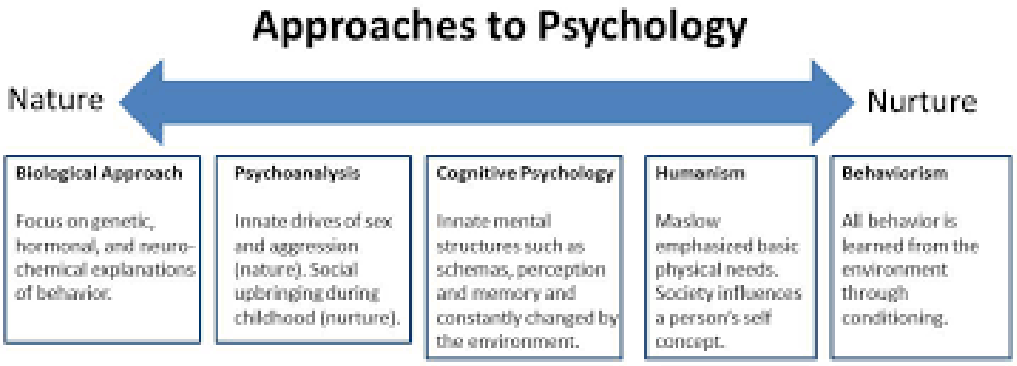
An **approach** is a perspective (i.e. View) that involves certain assumptions (i.e. Beliefs) about human behaviour: the way they function, which aspects of them are worthy of study and what research methods are appropriate for undertaking this study. Research some of the approaches in Psychology and complete the following worksheets.

1. **The Social approach**—what is conformity? Normative and Informational conformity. Types of conformity—internalisation, identification, compliance.

2. **The Biological approach** to psychology - define genotypes and phenotypes, neurotransmitters, hormones.

3. **The Learning approach to psychology**—define classical and operant conditioning, social learning theory.

4. **The Cognitive approach to psychology**—define schemas, cognitive neuroscience, the role of the theoretical and computer models.



Resources to help you

Websites

https://www.simplypsychology.org/a-level-approaches.html

http://psychcentral.com

https://www.verywell.com/psychology-4014660

https://www.psychologytoday.com/ http://www.spring.org.uk/
http://www.bbc.co.uk/science/humanbody/mind/index.shtml http://digest.bps.org.uk/

You tube clips

https://youtu.be/I_ctJqjlrHA —Skinner operant conditioning

https://youtu.be/Eo7jcI8fAuI—fun play on classical conditioning

https://youtu.be/H6LEcM0E0io—The difference between classical and operant conditioning

https://youtu.be/LZ9hSh_v3Mg What is cognitive neuroscience documentary

https://youtu.be/NjTxQy_U3ac Social Learning Theory

The Social Approach to Psychology

Define **conformity** - using the concepts of normative and informational influence.

Give an example of when someone shows each type of conformity Internalisation

Identification Compliance

Research Asch 1951—experimental investigation of conformity to the majority. Explain what he did and his findings.

The Biological Approach to Psychology

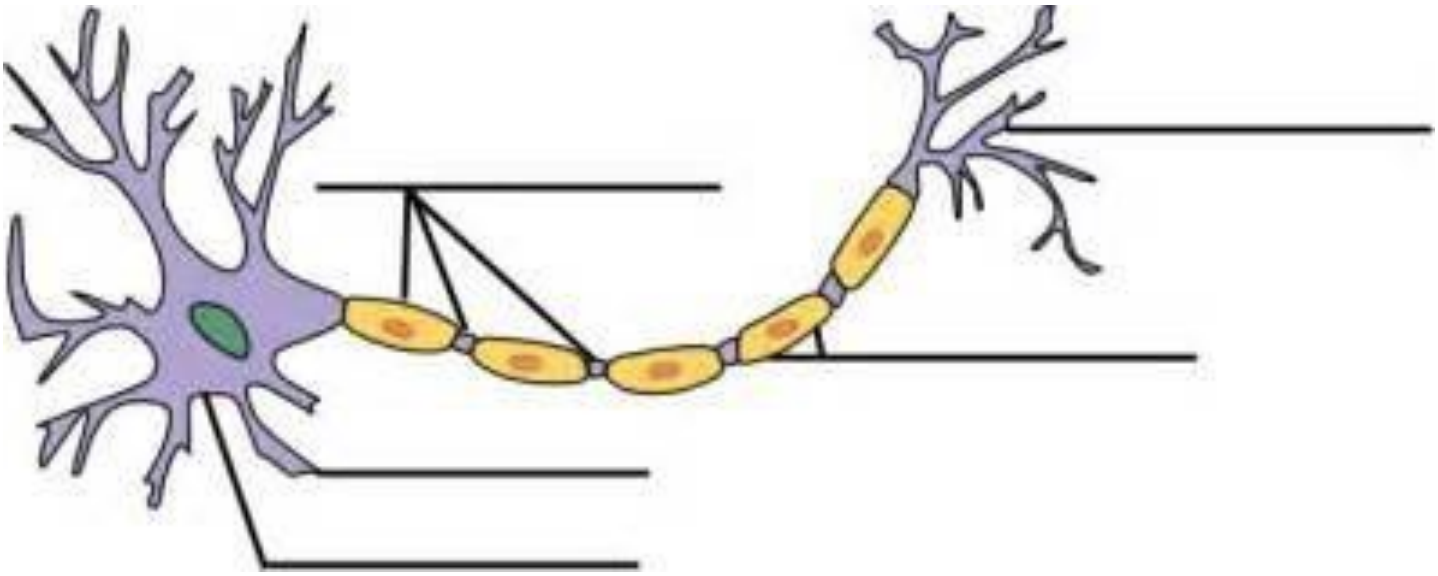
What are genotypes and phenotypes?

What are neurotransmitters?

What are serotonin and dopamine used for?

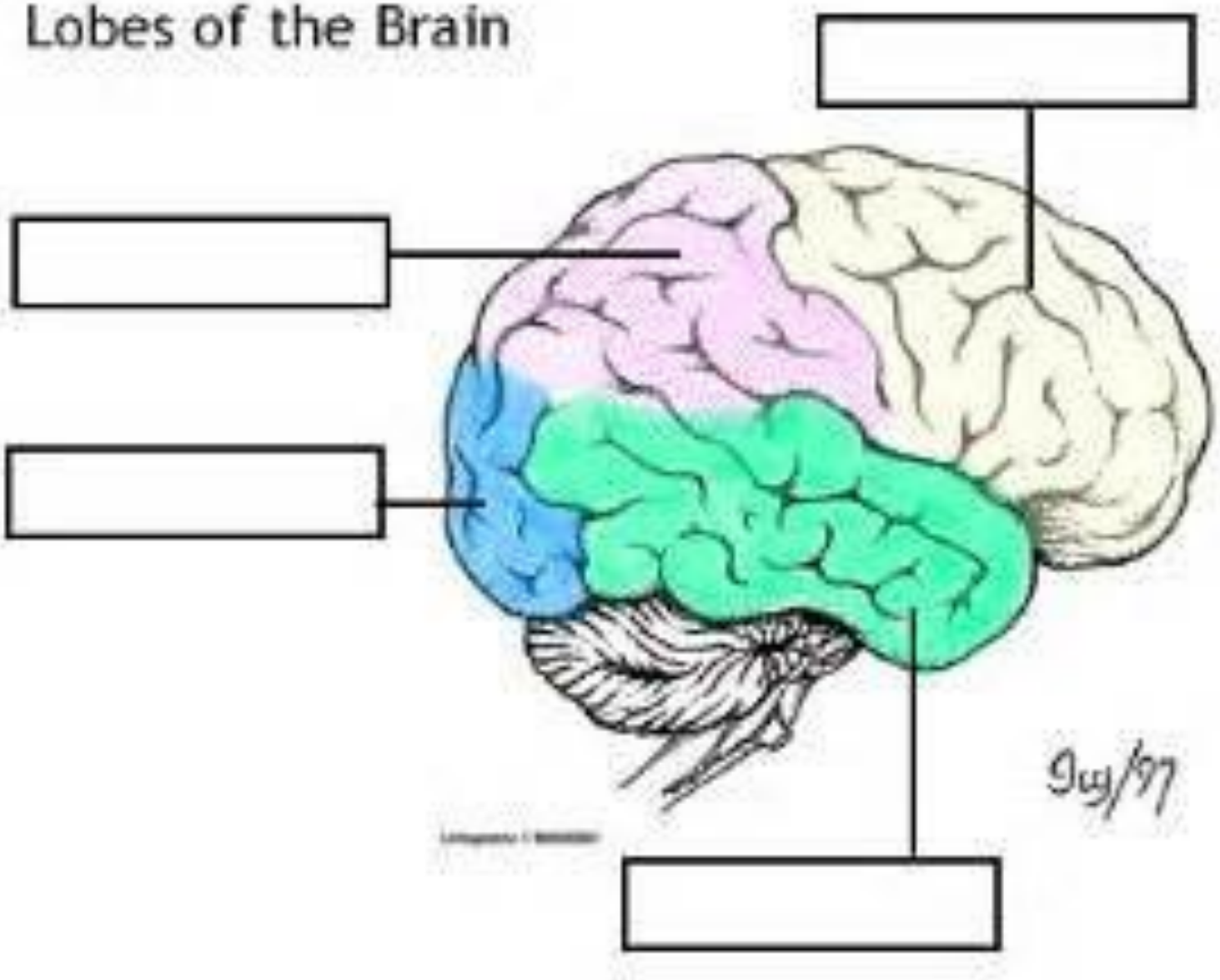
What are hormones?

What is testosterone used for?

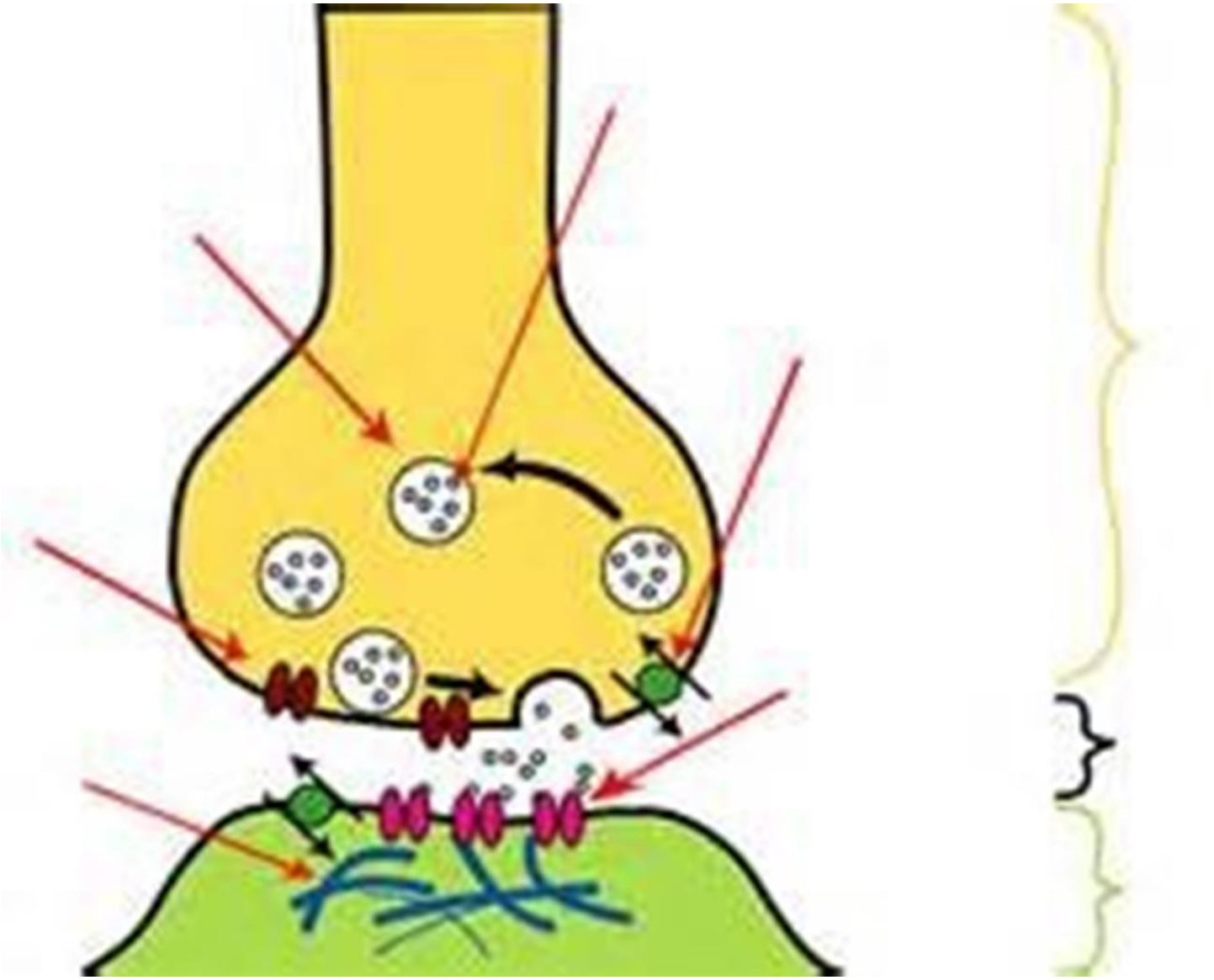


Label the neuron

Lobes of the Brain



Label the synapse



The Behavioural Approach to Psychology

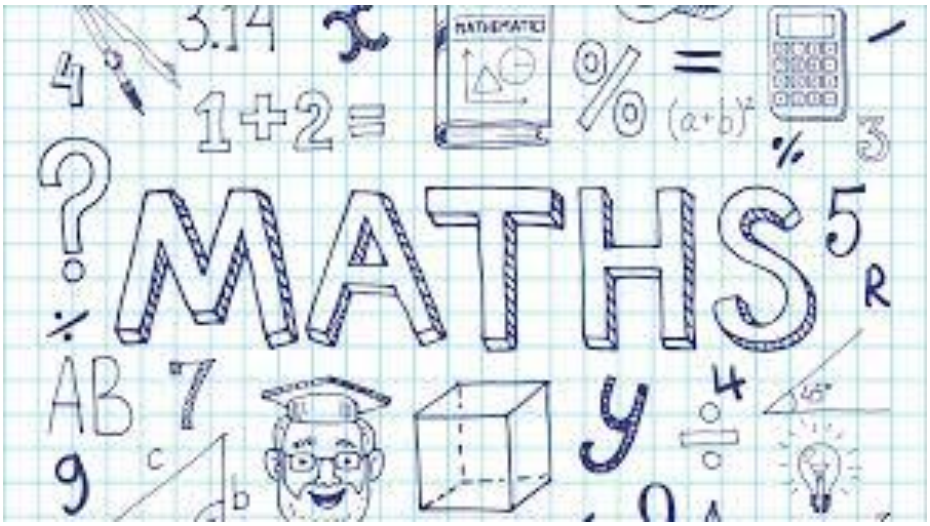
Define classical conditioning
Define operant conditioning
Define social learning theory

The Cognitive Approach to Psychology

Define a schema in cognitive psychology
What is cognitive neuroscience?
Define the role of the theoretical and computer models in psychology.

Part 2 – Maths skills

In Psychology about 10% of the marks available are maths skills – in terms of overall marks this equates to about a grade. The Maths skills are an equivalent level to that of Higher GCSE Maths/Stats– this booklet is to help you become more familiar with some of the mathematical content that you will need to know for the course. Answers are found at the end, have a go at marking your work and think about what areas you need to focus on.



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) $\frac{9}{10}$

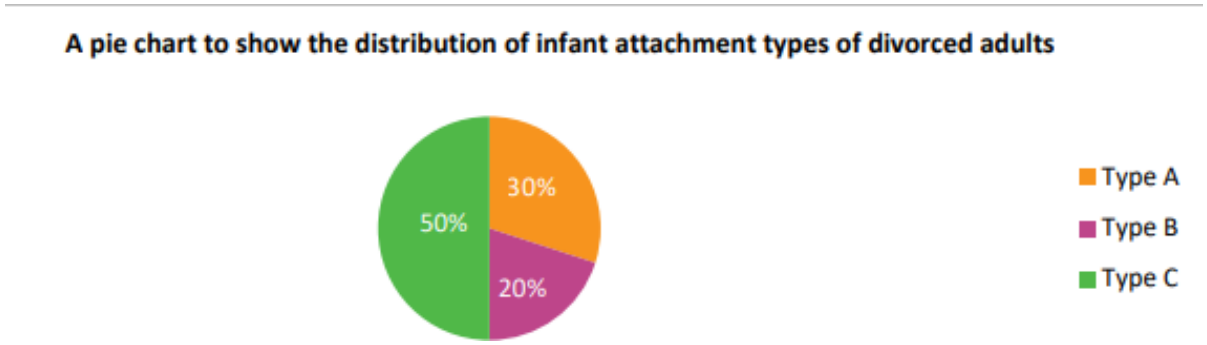
o) $\frac{2}{5}$

Convert to a fraction:

p) 67%

Sample Question 1

Look at the pie chart below What fraction of divorced adults had a type B attachment?



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 2

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

a) 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.

b) 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 3

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

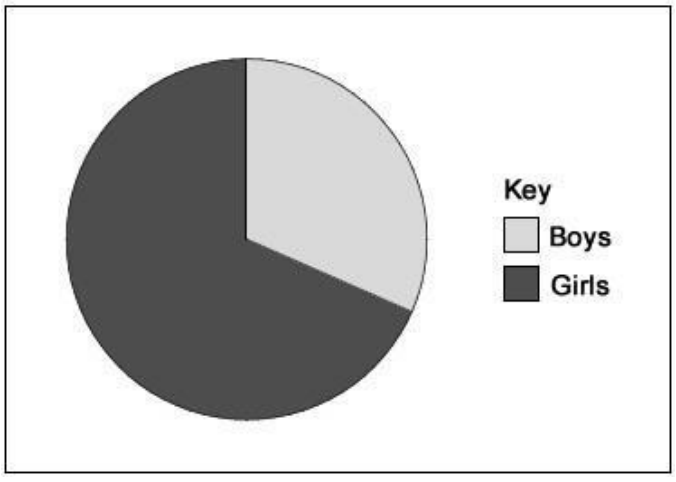
include:

- 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 =

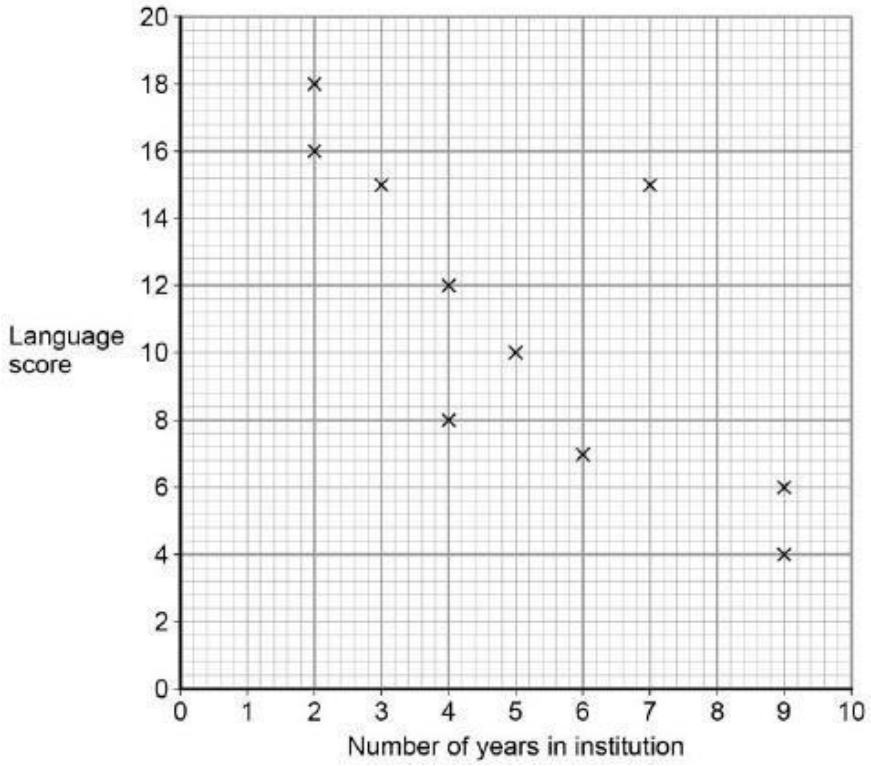
(2)

(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

(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) Calculate the range for the language scores. Show your workings.

(2)

Maths in Psychology – answers

1) Using standard form

a) 7×10^6

b) 4×10^6

c) 8×10^5

d) 4×10^7

e) 3×10^7

f) 7×10^5

g) 1.5×10^6

h) 4.8×10^4

i) 4.4×10^3

j) 7.3×10^5

2 Rounding – decimal places

a) 0.4

b) 0.8

c) 0.4

d) 0.6

e) 0.14

f) 0.14

g) 0.46

h) 29.976

i) 46.232

j) 79.092

k) 0.18

l) 8.9

m) 8.93

n) 0.5

o) 0.49

p) 45.7

q) 45.71

3) Rounding – significant figures

a) 20
b) 1000
c) 0.01
d) 2
e) 0.13
f) 0.040
g) 90000
h) 0.640
i) 161
j) 4.9
k) 4.92
l) 5000
m) 5300
n) 5250
o) 200
p) 200
q) 197
r) 0.4
s) 0.41
t) 0.406

4 Using percentages, fractions and decimals

a) 0.5
b) 0.075
c) 0.65
d) 1.53
e) 0.516
f) 0.41
g) 1/5
h) 31/50
i) 9/10
j) 87%
k) 211%
l) 1.7%
m) 291%
n) 90%
o) 40%
p) 67/100

Sample Q: A 1/5

5 Ratios

a) 1 : 2
b) 3 : 1
c) 1 : 10
d) 13 :14
e) 13 : 3
f) 13 : 14
g) 9 : 11 : 6
h) 4 :13 : 12
i) 14 : 5 : 8

Sample Q:

a) 3 : 1 (simplified from 15 : 5)

b) 5 : 6 (simplified from 10 :12)

6 Measures of central tendency

a) 4
b) 20
c) 10.7
d) 15
e) 16.5
f) 13.8
g) 19.75
h) 10
i) None
j) 6 , 3

Sample Q:

Condition 1

a) 7
b) 7
c) 7.25

Condition 2:

a) 5 , 6
b) 5.5
c) 5.625

7 Displaying data

a) Boys: between 26% and 37% inclusive
   Girls: between 63% and 74% Two figures must add up to 100%

b) 90

c) Scattergram

d) 10 children
e) Negative correlation
   The more years spent in an institution the lower their language ability or opposite argument.

Sample question 3

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.

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7	4
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Calculate the measures of central tendency for the following set of raw data.

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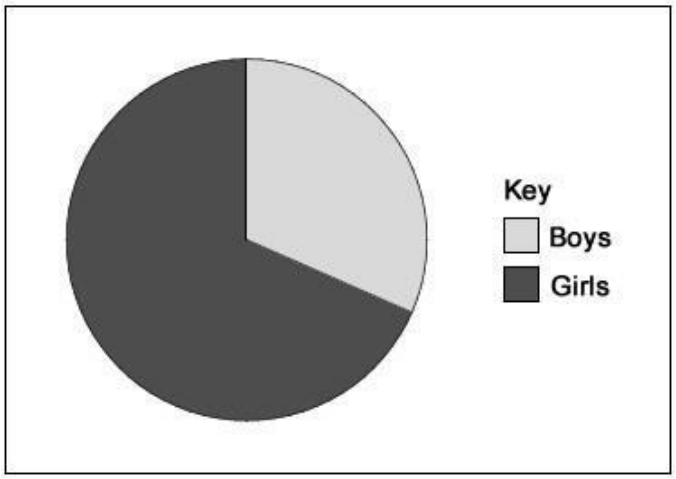

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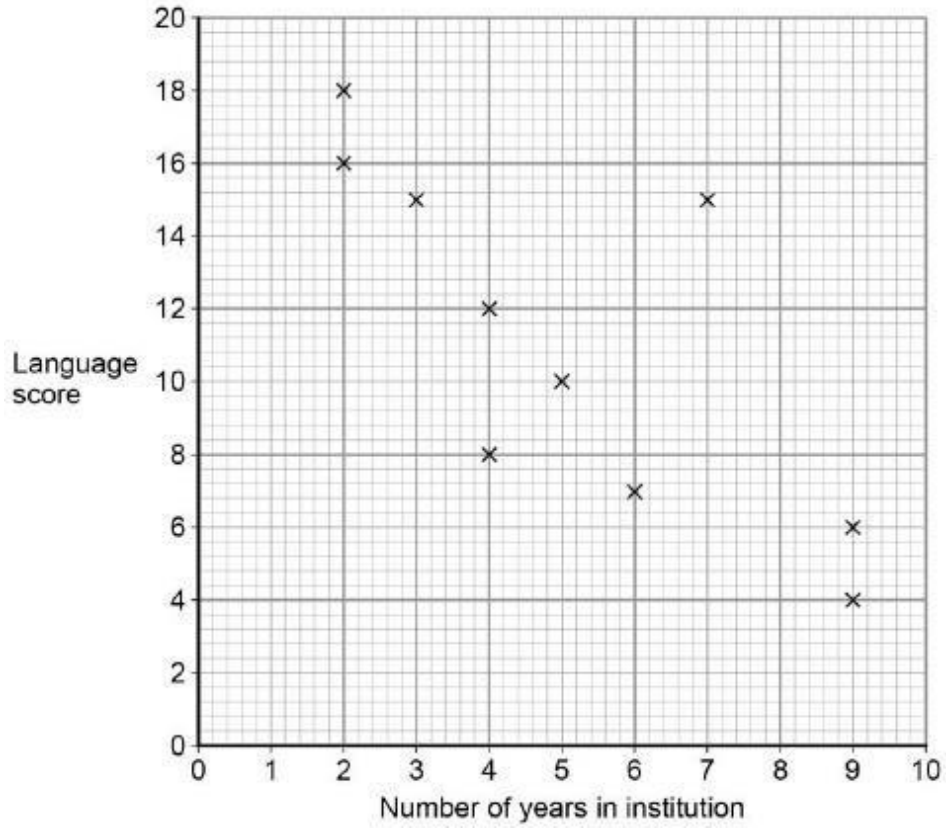

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(j) What does the pattern of data in the figure suggest about language ability and institutionalisation?

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(k) Calculate the range for the language scores. Show your workings.

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