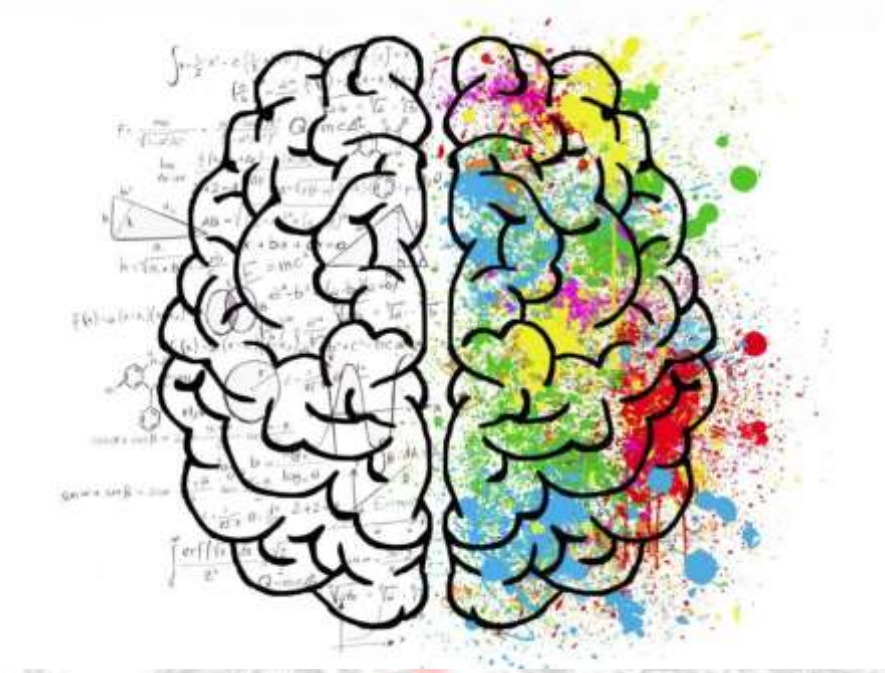
A Level Psychology Y11 Summer work



Welcome, year 11! This booklet contains about 10-15 hours of tasks to complete to prepare you for A level Psychology, which you've chosen to take at A level this September. The pack is designed to give you a flavour of what A level Psychology is all about. The pack will introduce you to some core psychological concepts and processes, to aid your understanding of psychology ready for sixth form.

The work in these packs will take a long time, so you can break it up. Don't feel you need to complete it all in one go! However the first 3 tasks has a July deadline. You can complete the tasks in this booklet in the spaces provided.

You are required to submit me your completed 'A level psychology preparation work tasks 1-3 by the 10th July.

And your 'A level Psychology preparation work tasks 4-8 by September 7th. I have also included an additional task and some film and book recommendations.

Thanks Mrs Jones 😊 *rjones@gordanoschool.org.uk*

A Level course outline		
Year 12: Intro to Psychology	**Year 12-13: Applied Psychology**	**Year 13: Options in Psychology**
Social Influences on behaviour	Approaches in Psychology	Issues & Debates in Psychology
Memory	Research Methods 1	Cognition
Attachment in childhood	Research Methods 2 (advanced)	Schizophrenia
Psychopathology (mental health)	Biological psychology	Forensic Psychology

Contents of this booklet – 8 tasks to complete

Task One: What is Psychology?

"Psychology is the scientific study of the human mind and behaviour."

This really means we are trying to understand what it is that causes us to behave the ways we do; why are some people depressed? Why are some people introverted and some extroverted? Why do some people become killers? Why do some people become obese and some have anorexia? It's a sensitive subject, but the focus is always on: *why are humans the way they are?*

Watch this short video to start you off: https://www.youtube.com/watch?v=1Os1C000qxY

Your first task is to help you garner an understanding of what Psychology is really all about. Use the internet (e.g. Wikipedia, YouTube and other sources) to research and understand what the following key terms mean and create a short definition for each *in your own words*.

The most important thing in an A level is *your understanding* – so it's not about having the "right" or "word-perfect" definition, it's about you *understanding* what a concept means ☺

Term	**Explanation**
Armchair psychology	
Experiment	
Observation	
Self-report	
Correlation	

Ethical issues	
Biological psychology	
Behaviourist psychology	
Psychodynamic psychology	
Humanistic psychology	
Cognitive psychology	
Social psychology	
Social learning theory	
Obedience	
Conformity	
Phobia	
Depression	
OCD	
Schizophrenia	
Validity	
Reliability	
Nature-Nurture debate	
Free Will – Determinism debate	

Task Two: Psychological Research

*"Psychology is the **scientific** study of the human mind and behaviour."*

Psychology is about more than just "thinking about" why we behave the ways we do. We have to conduct RESEARCH to back up our claims and find EVIDENCE to support it. Below are summaries of 5 famous psychological research studies and a series of questions for you to answer after each, which you will need to submit. If you are interested or want further information, there are great YouTube videos of these studies you can watch.

Milgram 1963

Aim: to investigate if American citizens would be obedient even if it meant harming others, or if Germans in World War II were just 'evil'.

Method: a laboratory experiment

Sample: 40 American males between 20 and 50 years of age from the New Haven area.

Procedure: Participants were told they were taking part in a learning & memory experiment. They took the role of 'teacher', giving what they thought were painful shocks to an actor who they believed was a fellow participant. In truth, there were no shocks. The fake shocks increased from 15 volts (a bit of a painful shock) up to 450 volts (which would kill you).

Findings: 65% of Americans delivered 450V shocks (a lethal shock) to another citizen simply because they were told to do so whenever the actor pretended to get an answer wrong. 100% of the Americans delivered at least 300V shocks (also lethal) to another citizen.

Conclusions: Americans are no less 'evil' than Germans and in fact humans simply are compelled to obey authority, even if it may cause harm to other humans.

Questions:

(i) Do you think this is a good study? Are the findings useful? Why/why not?
(ii) Are the findings convincing?
(iii) Is the sample sufficient for the study or is it small/biased?

Piliavin, Rodin & Piliavin 1969

Aim: to investigate if people will help out someone who is suffering on a train, depending on their race, age, how many people are around and if the suffering person is drunk/old.

Method: a field experiment

Sample: around 4500 passengers on the New York subway.

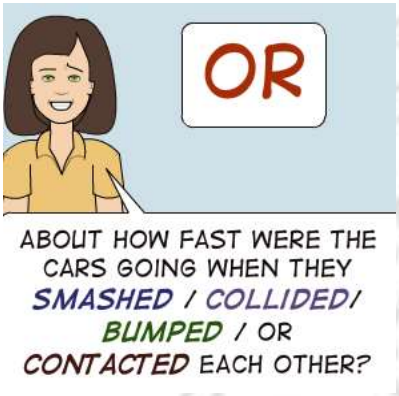
Procedure: Experimenters got an actor to fake collapsing on the New York subway, and the number of people who helped and the time taken to help were recorded by secret (covert) observers. The race of the participants was also recorded. They changed the race of the actor, their gender and also whether or not they were pretending to be ill and collapsed or drunk and relaxed.

Findings: 79% of victims (who were actors) received help from participants, but this number fell to 50% for the "drunk" victim. There was a race effect: black people were more likely to help black victims and white people were more likely to help white victims. The more people that were present in the train, the more likely it was that the passenger would receive help.

Conclusions: Ill people are more likely to receive help than drunk ones, women are unlikely to intervene and help out men, there is a race effect in helping behaviour, and the more people are present the more likely people are to help. This study showed an example of helping behaviour in a real setting.

Questions:

(i) Why might it be a good thing that this study was conducted in a real subway instead of a lab like Milgram's research?
(ii) Is the sample of this study good?
(iii) Why is it helpful/useful to know the conclusions this study found?



Loftus & Palmer 1974

Aim: to investigate if leading questions can actually change people's memories of an event they witnessed.

Method: laboratory experiment

Sample: 195 students at American universities

Procedure: in study one, 45 students watched films of car crashes. They were then asked to estimate the car's speed in response to a question. In the question, the verb used changed. The question was: "about how far were the cars going when the cars **hit** each other?" but the word hit could be changed to smashed, contacted, bumped or collided. In study two, 150 students went through the same process but later were asked if they had seen any broken glass at the scene (but there was no broken glass – it was a misdirect).

Findings: In study one, the 'contacted' condition led people to estimate the car was going at around 32mph but in the 'smashed' condition they estimated it was going at around 41mph. In study two, people who had the 'smashed' condition were more than twice as likely to report seeing broken glass at the scene, even though there was none.

Conclusion: the findings suggest that the way questions are worded can either change the memories of the participants or they indicate to participants that they should remember them in a certain way.

Questions:

(i) Why would this be useful for police interviewers? How might they change their questions?
(ii) What is the problem with the fact that the car crashes were seen on videos? However – why did they HAVE to be videos and not real life?
(iii) What are some of the ethical issues with the way the study was conducted?

Bandura, Ross & Ross 1961 & 1963

Aim: to investigate the extent to which children will repeat aggression that they've observed an adult doing on a doll.

Method: laboratory experiment

Sample: 72 children

Procedure: One group of children saw an adult attack an inflatable doll (called a Bobo doll) in a play room. Another group of children saw the adult behave in a friendly way with the doll. All the children were then deliberately frustrated (by being taken to a room with toys but not being allowed to play with them) and then were left in the room with the Bobo doll and observed.

Findings: Children who watched the aggressive adult also repeated highly aggressive behaviour. The children who had not seen the aggressive adult however were not aggressive with the Bobo doll. Boys were more likely to imitate an aggressive man and girls were more likely to imitate an aggressive woman. Some children even used hammers and fake guns on the doll, if they had seen the adults doing the same. If they had not observed an adult doing this, they would not do this.

Conclusions: Children are highly likely to imitate adult violence when given the opportunity to do so.

Questions:

(i) What does this study suggest about serious cases like the case of Jamie Bulger?
(ii) What are the implications of this for letting children watch violent/horror movies and playing violent/horror video games?
(iii) Is this a good study? What are some of the issues with the study?

Casey et al 2011

Aim: to test whether delaying rewards in childhood also leads to delaying rewards in adulthood

Method: a longitudinal natural experiment

Sample: 135 individuals completing a task at age 4 and again in their thirties.

Procedure: At age 4, a group of children were asked if they would have one cookie now or wait and get two cookies later. Their responses were recorded. They also conducted brain scans at the same time and found that one area of the brain (the inferior frontal gyrus) was associated with impulse control. In their thirties, they had to complete a questionnaire asking about their behaviour such as their gambling behaviour.

Findings: Participants who took the cookie 'now' (low impulse control) at age 4 also showed low impulse control in their thirties; this was related to low activity in the inferior frontal gyrus. Participants who waited for two cookies (high impulse control) at age 4 also showed high impulse control their thirties; this was related to high activity in the inferior frontal gyrus.

Conclusion: The ability to have impulse control and to resist temptation differs between individuals but is likely to be lifelong; it also seems to be a biological thing over which individuals have little say.

Questions:

(i) Do you agree with the findings that impulse control seems to be biological?
(ii) Why might this be a questionable conclusion- think for example about rapists/serial killers…
(iii) What does this show about the nature-nurture debate and the free will-determinism debate which you researched in Task One?
(iv) What are the potential strengths/limitations of this study – do you think it is a good piece of research? Why or why not?

Task Three: Key approaches

Psychology is organised into several different approaches. Read through each of these 3 approaches. Then complete the questions – These will need to be submitted by July 10th.

Behaviourism:

KEY TERMS

Behaviourist approach – A way of explaining behaviour in terms of what is observable and in terms of learning.

Classical conditioning – Learning by association. Occurs when two stimuli are repeatedly paired together – an unconditioned (unlearned) stimulus (UCS) and a new 'neutral' stimulus. The neutral stimulus eventually produces the same response that was first produced by the unlearned stimulus alone.

Operant conditioning – A form of learning in which behaviour is shaped and maintained by its consequences. Possible consequences of behaviour include positive reinforcement, negative reinforcement or punishment.

Reinforcement – A consequence of behaviour that increases the likelihood of that behaviour being repeated. Can be positive or negative.

Apply it — Concepts: The Skinner Box

(A) Skinner conducted experiments with rats, and sometimes pigeons, in specially designed cages called *Skinner Boxes*. Every time the rat activated a lever (or pecked a disc in the case of the pigeon) within the box it was rewarded with a food pellet. From then on the animal would continue to perform the behaviour.

(B) Skinner also showed how rats and pigeons could be conditioned to perform the same behaviour to avoid an unpleasant stimulus, for example an electric shock.

The behaviourist approach

Assumptions

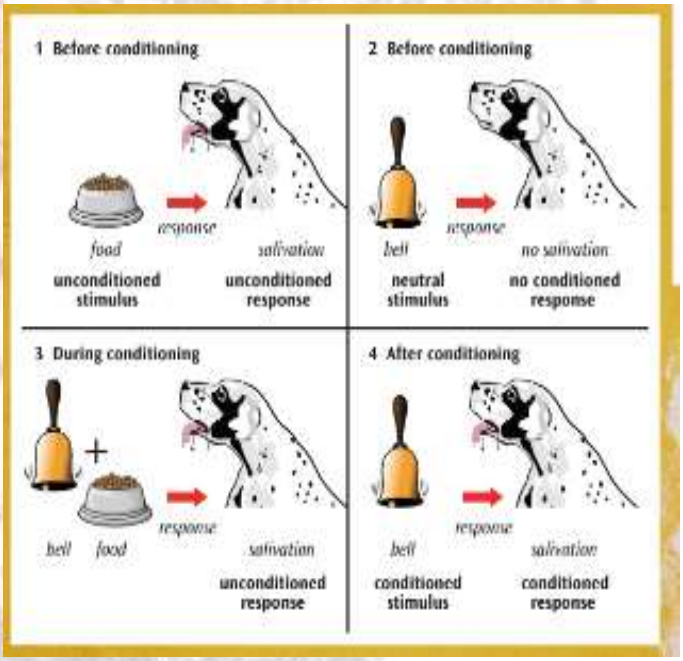
The **behaviourist approach** is only interested in studying behaviour that can be observed and measured. It is not concerned with investigating mental processes of the mind. Early behaviourists such as John B. Watson (1913) rejected **introspection** as it involved too many concepts that were vague and difficult to measure. As a result, behaviourists tried to maintain more control and objectivity within their research and relied on **lab experiments** as the best way to achieve this.

Following Darwin, behaviourists suggested that the basic processes that govern learning are the same in all species. This meant that in behaviourist research, animals could replace humans as experimental subjects. Behaviourists identified two important forms of learning: **classical conditioning** and **operant conditioning**.

Classical conditioning – Pavlov's research

Classical conditioning is learning through association and was first demonstrated by Ivan Pavlov. Pavlov revealed that dogs could be conditioned to salivate to the sound of a bell if that sound was repeatedly presented at the same time as they were given food. Gradually, Pavlov's dogs learned to associate the sound of the bell (a stimulus) with the food (another stimulus) and would produce the salivation response every time they heard the sound.

Thus, Pavlov was able to show how a **neutral stimulus**, in this case a bell, can come to elicit a new learned response (**conditioned response**) through association (see diagram below left).



Operant conditioning – Skinner's research

BF Skinner (1953) suggested that learning is an active process whereby humans and animals operate on their environment. In operant conditioning there are three types of consequences of behaviour:

- **Positive reinforcement** is receiving a reward when a certain behaviour is performed, for example, praise from a teacher for answering a question correctly in class.
- **Negative reinforcement** occurs when an animal (or human) avoids something unpleasant. When a student hands in an essay so as not to be told off, the avoidance of something unpleasant is the negative reinforcement. Similarly, a rat may learn through negative reinforcement that pressing a lever leads to avoidance of an electric shock (below).
- **Punishment** is an unpleasant consequence of behaviour, for example being shouted at by the teacher for talking during a lesson. (Finding a way to avoid that would be negative reinforcement.)

Positive and negative reinforcement increase the likelihood that behaviour will be repeated. Punishment decreases the likelihood that behaviour will be repeated.

The Cognitive approach

KEY TERMS

Cognitive approach – The term 'cognitive' has come to mean 'mental processes', so this approach is focused on how our mental processes (e.g. thoughts, perceptions, attention) affect behaviour.

Internal mental processes – 'Private' operations of the mind such as perception and attention that mediate between stimulus and response.

Schema – A mental framework of beliefs and expectations that influence cognitive processing. They are developed from experience.

Inference – The process whereby cognitive psychologists draw conclusions about the way mental processes operate on the basis of observed behaviour.

Cognitive neuroscience – The scientific study of biological structures that underpin cognitive processes.

The emergence of cognitive neuroscience

Cognitive neuroscience is the scientific study of the influence of brain structures on mental processes. Mapping brain areas to specific cognitive functions has a long history in psychology. As early as the 1860s Paul Broca had identified how damage to an area of the **frontal lobe** (which came to be known as **Broca's Area**) could permanently impair speech production.

It is only in the last twenty years, however, with advances in brain imaging techniques such as **fMRI** and **PET** scans, that scientists have been able to systematically observe and describe the **neurological** basis of mental processes. For example, in research involving tasks that required the use of **episodic** and **semantic memory**, Tulving *et al.* (see page 51) were able to show how these different types of **long-term memory** may be located on opposite sides of the **pre-frontal cortex**. As well as this, the system in overall charge of **working memory** – the **central executive** – is thought to reside in a similar area (see the1997 study by Braver *et al.* on page 53).

Scanning techniques have also proved useful in establishing the neurological basis of some mental disorders. On page 150 the link between the **parahippocampal gyrus** and **OCD** is discussed. It appears to play a role in processing unpleasant emotions.

The focus of cognitive neuroscience has expanded recently to include the use of computer-generated models that are designed to 'read' the brain. This has led to the development of mind mapping techniques known as 'brain fingerprinting'. One possible future application of this could be to analyse the brain wave patterns of **eyewitnesses** to determine whether they are lying in court!

The cognitive approach

Assumptions

In direct contrast to the **behaviourist approach**, the **cognitive approach** argues that **internal mental processes** can, and should, be studied scientifically. As a result, the cognitive approach has investigated those areas of human behaviour that were neglected by behaviourists, such as memory, perception and thinking. These processes are 'private' and cannot be observed, so cognitive psychologists study them *indirectly* by making **inferences** about what is going on inside people's minds on the basis of their behaviour.

Theoretical and computer models

Cognitive psychologists use both **theoretical** and **computer models** to help them understand internal mental processes. In reality there are overlaps between these two models but basically theoretical models are abstract whereas computer models are concrete things.

One important theoretical model is the **information processing approach**, which suggests that information flows through the cognitive system in a sequence of stages that include input, storage and retrieval, as in the **multi-store model** (see page 48). This information processing approach is based on the way that computers function but a computer model would involve actually programming a computer to see if such instructions produce a similar output to humans. If they do then we can suggest that similar process are going on in the human mind. Such computational models of the mind have proved useful in the development of 'thinking machines' or **artificial intelligence**.

The role of schema

Cognitive processing can often be affected by a person's beliefs or expectations, often referred to as **schema**. Schema are 'packages' of ideas and information developed through experience. They act as a mental framework for the interpretation of incoming information received by the cognitive system; for example, you have a schema for a chair – something with legs that you can sit on. That's a package of information learned through experience that helps you to respond to the object appropriately.

Babies are born with simple motor schema for innate behaviours such as sucking and grasping. For example, the grasping schema consists of moving a hand towards an object and shaping the hand around the object in co-ordination with visual input.

As we get older, our schema become more detailed and sophisticated. Adults have developed mental representations for everything from the concept of psychology to a schema for what happens in a restaurant or what a typical zombie looks like.

Schema enable us to process lots of information quickly and this is useful as a sort of mental short-cut that prevents us from being overwhelmed by environmental stimuli. However, schema may also distort our interpretations of sensory information, leading to perceptual errors (see examples on facing page).

The social learning theory

KEY TERMS

Social learning theory – A way of explaining behaviour that includes both direct and indirect reinforcement, combining learning theory with the role of cognitive factors.

Imitation – Copying the behaviour of others.

Identification – When an observer associates themselves with a role model and wants to be like the role model.

Modelling – From the observer's perspective, modelling is imitating the behaviour of a role model. From the role model's perspective, modelling is the precise demonstration of a specific behaviour that may be imitated by an observer.

Vicarious reinforcement – Reinforcement which is not directly experienced but occurs through observing someone else being reinforced for a behaviour. This is a key factor in imitation.

Mediational processes – Cognitive factors (i.e. thinking) that influence learning and come between stimulus and response.

Apply it — Concepts: Do children imitate what they see?

(A) Bandura *et al.* (1961) recorded the behaviour of young children who watched an adult behave in an aggressive way towards a Bobo doll (see right). The adult hit the doll with a hammer and shouted abuse at it.

When these children were later observed playing with various toys, including a Bobo doll, they behaved much more aggressively towards the doll and the other toys than those who had observed a non-aggressive adult.

Question: ***Which aspect of SLT does study A illustrate?***

(B) Bandura and Walters (1963) showed videos to children where an adult behaved aggressively towards the Bobo doll. One group of children saw the adult praised for their behaviour (being told 'Well done'). A second group saw the adult punished for their aggression towards the doll, by being told off. The third group (**control group**) saw the aggression without any consequence.

When given their own Bobo doll to play with, the first group showed much more aggression, followed by the third group, and then the second.

Question: ***Which aspect of SLT does study B illustrate?***

Social learning theory

Assumptions

Albert Bandura agreed with the **behaviourists** that much of our behaviour is learned from experience. However, his **social learning theory (SLT)** proposed a different way in which people learn: through observation and **imitation** of others within a social context, thus social learning. SLT suggested that learning occurs directly, through classical and operant conditioning, but also *indirectly*.

Vicarious reinforcement

For indirect learning to take place an individual observes the behaviour of others. The learner may imitate this behaviour but, in general, imitation only occurs if the behaviour is seen to be rewarded (reinforced) rather than punished, i.e. **vicarious reinforcement** occurs (see box below). Thus, the learner observes a behaviour but most importantly observes the consequences of a behaviour.

The role of mediational processes

SLT is often described as the 'bridge' between traditional **learning theory** (previous spread) and the **cognitive approach** (next spread) because it focuses on how mental (cognitive) factors are involved in learning. These mental factors mediate (i.e. intervene) in the learning process to determine whether a new response is acquired. Four mental or **mediational processes** in learning were identified by Bandura:

1. *Attention* – the extent to which we notice certain behaviours.
2. *Retention* – how well the behaviour is remembered.
3. *Motor reproduction* – the ability of the observer to perform the behaviour.
4. *Motivation* – the will to perform the behaviour, which is often determined by whether the behaviour was rewarded or punished.

The first two of these relate to the *learning* of behaviour and the last two to the *performance* of behaviour. Unlike traditional behaviourism, the learning and performance of behaviour need not occur together. Observed behaviours may be stored by the observer and reproduced at a later time.

Identification

People (especially children) are much more likely to imitate the behaviour of people with whom they *identify*, called **role models**. This process is called **modelling**. A person becomes a role model if they are seen to possess similar characteristics to the observer and/or are attractive and have high status. Role models may not necessarily be physically present in the environment, and this has important implications for the influence of the media on behaviour (see facing page).

Questions: Key approaches in Psychology

Answer the following 20 questions and submit the answers with task 1 and 2 to Mrs Jones on firefly by July 10th.

To be assessed: / 30

1. Fill in the missing words: The behaviourist approach is only interested in studying behaviour that can be …….. and …… (2 marks)

2. What is meant by an inference? (2 marks)

3. Damage to the Broca's area in the brain could lead to an impairment in what? (1 mark)

4. The cognitive approach focuses on mental processes. Name 3 of these. (3 marks)

5. How are schemas developed? (1 mark)

6. What is the difference between positive and negative reinforcement? (2 marks)

7. Skinner conducted research mostly with what two things? (2 marks)

8. What is the SLT often described as being, in comparison to learning theory and the cognitive approach (1 mark)

9. Role models are more likely to be copied if they are what? (2 marks)

10. What item does the cognitive approach us in an analogy? (1 mark)

11. SLT is different to the behaviourist approach in what way? (2 marks)

12. Name two mediational processes (2 marks)

13. Classical conditioning is learning by what? (1 mark)

14.Through scanning techniques the neural basis of what mental disorder has been found? (1 mark)

15. In Pavlov's research what kind of stimulus does the bell start off as, and then what type of stimulus does it become because of the association. (2 marks)

16. What is the word used when a person copies the behaviour of a role model? (1 mark)

17. Operant conditioning is learning by what? (1 mark)

18. What was the dolls name used in Banduras research? (1 marks)

19.What do cognitive psychologists use to study internal processes? (1 mark)

20. Early behaviourists rejected using what method? (1 mark)

Task four – Psychological History

You need to create an A4 Psychological History timeline. On your timeline you should include a number of features such as the ones below (but not necessarily ONLY these). To make a high quality timeline, you will need to do some additional research into what each of the events actually refers to – and why it might have been important to the development of Psychology.

- The Curious Case of Phineas Gage,
- Wilhelm Wundt's Psychology Lab,
- Foundation of the American Psychological Association,
- Sigmund Freud publishes *"The Interpretation of Dreams"*,
- Pavlov's Dog Studies are published,
- Carl Rogers publishes *"Counselling and Psychotherapy"*,
- The first use of a brain scan in Psychological research.

This will be the focus of the first topic we will study next year.
A great link for this task is https://allpsych.com/timeline/.

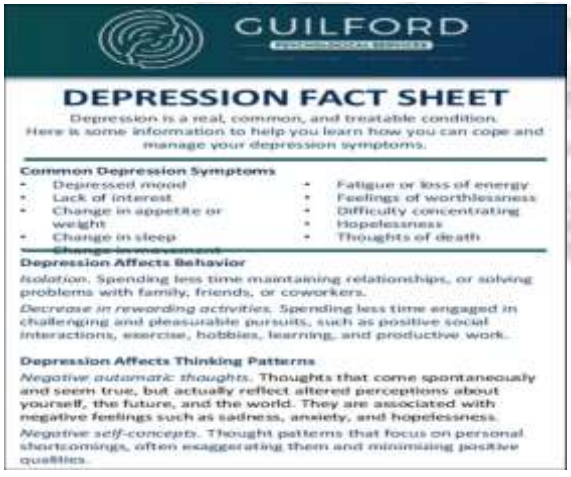
Cambridge university has a range of resources and activities to view on their website.
https://www.myheplus.com/post-16/subjects/psychology

Task Five – Researching Psychological Disorders

Your next task is to explore some psychology in the real world by looking at four of the following disorders. For each, you should create a short fact file: Example layout below. In your fact files you should refer to:

- what is the disorder?
- What are the symptoms?
- What are the psychological causes?
- How do psychologists treat this disorder?
- Any other information

- Depression
- Obsessive-Compulsive Disorder (OCD)
- Dissociative Identity Disorder (DID)
- Anorexia Nervosa
- Schizophrenia
- Agoraphobia
- Antisocial Personality Disorder (APD)
- Obesity


GUILFORD

DEPRESSION FACT SHEET

Depression is a real, common, and treatable condition. Here is some information to help you learn how you can cope and manage your depression symptoms.

Common Depression Symptoms

- Depressed mood
- Lack of interest
- Change in appetite or weight
- Change in sleep
- Change in movement
- Fatigue or loss of energy
- Feelings of worthlessness
- Difficulty concentrating
- Hopelessness
- Thoughts of death

Depression Affects Behavior

Isolation. Spending less time maintaining relationships, or solving problems with family, friends, or coworkers.

Decrease in rewarding activities. Spending less time engaged in challenging and pleasurable pursuits, such as positive social interactions, exercise, hobbies, learning, and productive work.

Depression Affects Thinking Patterns

Negative automatic thoughts. Thoughts that come spontaneously and seem true, but actually reflect altered perceptions about yourself, the future, and the world. They are associated with negative feelings such as sadness, anxiety, and hopelessness.

Negative self-concepts. Thought patterns that focus on personal shortcomings, often exaggerating them and minimizing positive qualities.


LIFE WITH DEPRESSION

PEOPLE WITH DEPRESSION SAY IT FEELS LIKE:

#mentalillnessfeelslike

DEPRESSIVE DISORDERS ARE REAL ILLNESSES THAT INVOLVE EXTENDED PERIODS OF FEELING EXTREMELY LOW AND DISRUPT A PERSON'S ABILITY TO ENJOY LIFE. THEY AFFECT:

NEARLY 7%

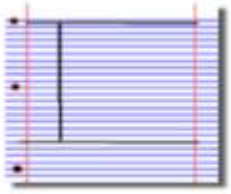
HAVING A DEPRESSIVE DISORDER IS NOT:

Task six – TED talks: The Cornell technique

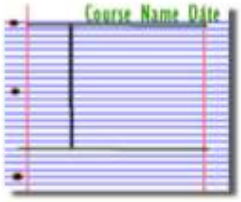
Your next task is to learn how to use the Cornell technique and then use it to make notes from some videos https://www.wikihow.com/Take-Cornell-Notes

Research, reading and note making are essential skills for A level Psychology. You are going to practice producing "Cornell notes" to summarise some of the TED talks . You need to choose 3 TED talks, and complete notes in the following format for them:

1. Divide your page into three sections like this

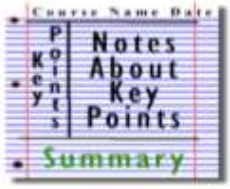


2. Write the name, date and topic at the top of the page



3. Use the large box to make notes. Leave a space between separate idea. Abbreviate where possible.

4. Review and identify the key points in the left hand box



5. Write a summary of the **main ideas** in the bottom space

Choices of TED talks:

10 myths about Psychology, debunked.
Available at :
https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked?language=en#t-80890
How much of what you think about your brain is actually wrong? In this whistlestop tour of dis-proved science, Ben Ambridge walks through 10 popular ideas about psychology that have been proven wrong — and uncovers a few surprising truths about how our brains really work.

Jon Ronson: Strange answers to the psychopath test
Available at :
https://www.ted.com/talks/jon_ronson_strange_answers_to_the_psychopath_test?language=en#t-129957
Is there a definitive line that divides crazy from sane? With a hair-raising delivery, Jon Ronson, author of The Psychopath Test, illuminates the gray areas between the two.

Brain Magic
Available at :
https://www.ted.com/talks/keith_barry_does_brain_magic?language=en#t-99868
First, Keith Barry shows us how our brains can fool our bodies — in a trick that works via podcast too. Then he involves the audience in some jaw-dropping (and even a bit dangerous) feats of brain magic.

The Surprising Science of Happiness
Available at: https://www.ted.com/playlists/4/what_makes_you_happy
Dan Gilbert, author of "Stumbling on Happiness," challenges the idea that we'll be miserable if we don't get what we want. Our "psychological immune system" lets us feel truly happy even when things don't go as planned.

Carol Dweck: The power of believing that you can improve
Available at :
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve#t-30982
Carol Dweck researches "growth mindset" — the idea that we can grow our brain's capacity to learn and to solve problems. In this talk, she describes two ways to think about a problem that's slightly too hard for you to solve. Are you not smart enough to solve it ... or have you just not solved it yet? A great introduction to this influential field.

The Paradox of Choice
Available at :
https://www.ted.com/playlists/164/how_we_make_choices
Psychologist Barry Schwartz takes aim at a central tenet of western societies: freedom of choice. In Schwartz's estimation, choice has made us not freer but more paralyzed, not happier but more dissatisfied.

Martin Seligman: A new era of positive psychology
Available at :
http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology
As the founder of the newest modern emerging branch of Psychology, Martin Seligman utilizes this TED talk to discuss how positive psychology is revolutionizing the field by moving beyond a focus on mental illness and shifting towards examining human healthy states, including happiness and optimism.

Ben Goldacre: Battling Bad Science
Available at :
http://www.ted.com/talks/ben_goldacre_battling_bad_science?language=en#t-89077
Every day there are news reports of new health advice, but how can you know if they're right? Doctor and epidemiologist Ben Goldacre shows us, at high speed, the ways evidence can be distorted, from the blindingly obvious nutrition claims to the very subtle tricks of the pharmaceutical industry.

Task 7: Make something related to Psychology!

You will have to do some internet research for this 😊

This task involves you making something related to Psychology. Here are lots of ideas – I want you to create the item and then include a picture of the item when you submit the activities – You can bring it in to show me in September as well (I WOULD LOVE THAT!)

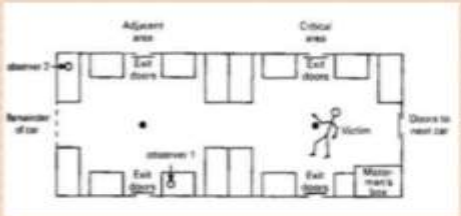
General ideas…

Psychology bake off – Biscuits/Cakes to represent your fav psychologists (create your own cookie template cutter) or represent some psychological concepts (dreams, brain, psych symbol).

Psychology in a box – Get an old shoe box or match box if you're going miniature and create a study (or a theory – if you really want a challenge!) and recreate the procedure/method in a box (Milgram, Loftus and Palmer, Sperry).

Talking heads Psychologist – Print off pictures of your favourite psychologists face and attach to a lollipop (use as a puppet show or for debates). Bigger challenge – Make a real-life size Psychologist!

Psychology around the World – Map all the psychologists you have studied and place a flag on a map/globe with the details of the study or sample (is there cultural bias in psychology?).



Choose your make:

- **Homemade Brain** – Using anything you have, make (or bake) a brain and label it. I've heard of students in the past using cakes, play do, shower caps, molded rice krispies, balloons or even cauliflower to make it 3D. Less messy 2D versions can work by laying out items of the same colour to show the different lobes, for example.
- **Homemade neuron** – Lay-out sweets (or anything else you find lying around that you can use!) to make and label a neuron or synapse.

Cognitive area / Memory

1. **Dragon illusion** - Download, cut out, follow instructions and watch the eyes follow you around the room. *[Not spec related]*
2. **Optical illusion** - Create your own optical illusions through drawings or taking photos. *[Not spec related]*
3. **Irrational thoughts diary** – Write down every irrational, cognitive distortion (e.g. If I don't submit my homework the World will end) you have in a day and keep a diary of these.
4. **Memory experiment** - So many opportunities here – Stroop, Digit span, Number of objects (then remove one), Generation game and so on.
5. **Visual cliff illusion** – Make a visual cliff with tracing paper rather than glass, and have a deep and a shallow end. *[OCR]*

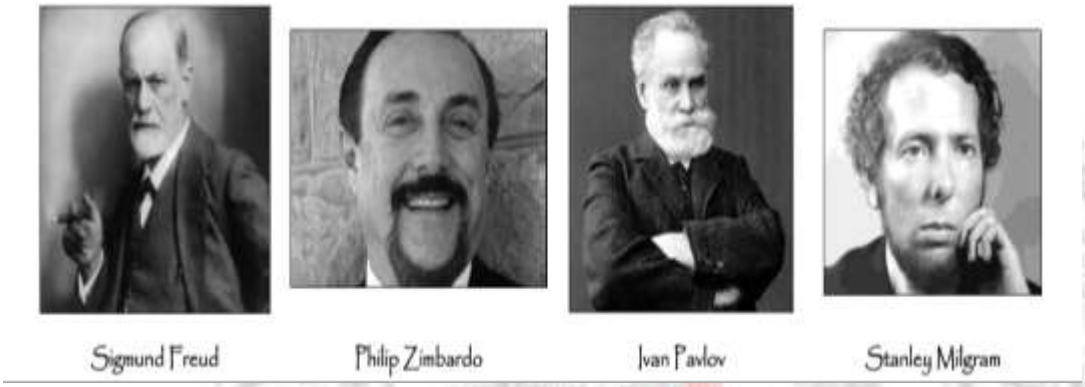
Social area / Social influence

1. **Fancy dress** – Create an authoritarian costume for you or a doll/teddy.
2. **Bean jar** – Make Jenness' bean jar and get people to estimate. *[Not spec related]*
3. **Asch's lines** – Make your own Asch's lines test cards. *[AQA]*
4. **Campaign** – Create a campaign, petition, canvas for something you care about and use your minority influence. *[AQA]*
5. **Shock generator** – Make a fake generator using a cardboard box and label the same as in Milgram's study.

Task 8: Famous Psychologists

Research one of the famous Psychologists from the list below. You should research their life and produce a biography that includes:

- Their childhood
- How they became a psychologist
- One of their theories
- One example of a study they did or their practices (e.g. how they tried to support people with regards to their mental health)



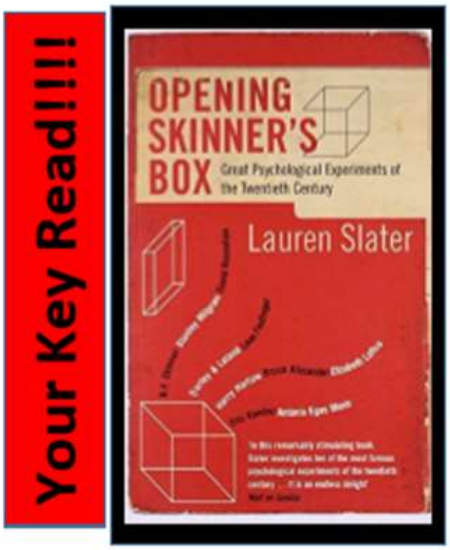
Extension tasks

The psychology of physical distancing: This is a fantastic psychological interpretation of what is going on at the moment – Worth a read

As lockdown rules ease in the UK but distancing guidance remains in place, how can we use group norms to make distancing easier for people at mass gatherings? John Drury, Stephen Reicher and Nick Hopkins have some advice.

https://thepsychologist.bps.org.uk/psychology-physical-distancing

Recommended books:



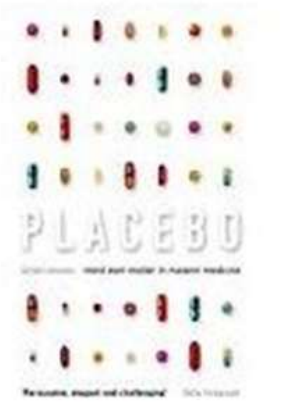
Opening Skinners Box

A century can be understood in many ways - in terms of its inventions, its crimes or its art. In Opening Skinner's Box, Lauren Slater sets out to investigate the twentieth century through a series of ten fascinating, witty and sometimes shocking accounts of its key psychological experiments. Starting with the founder of modern scientific experimentation, B.F. Skinner, Slater traces the evolution of the last hundred years' most pressing concerns - free will, authoritarianism, violence, conformity and morality.

Placebo

A lucid and stimulating explanation of how th body's natural healing mechanisms work – an how they can be triggered in non-chemical wa via the 'placebo effect'.

y cure ourselves of disease by the power of thought alone? Faith healers and alternative therapists are convinced that we can, but wha does science say?



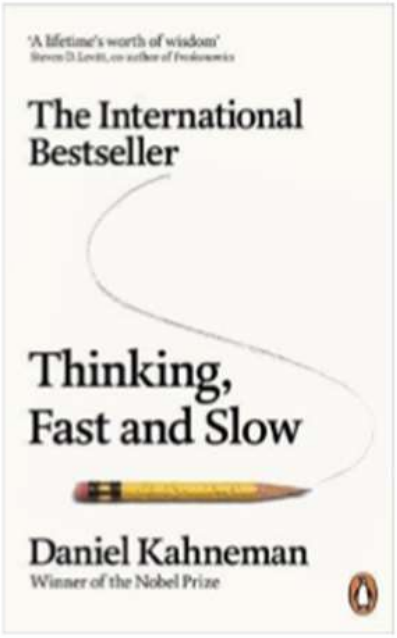
The Blank Slate

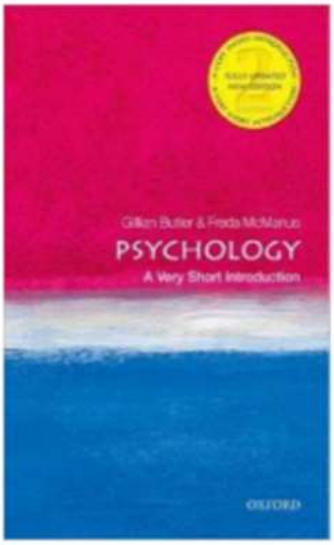
Recently many people have assumed that we are shaped by our environment: a blank slate waiting to be inscribed by upbringing and culture, with innate abilities playing little part. *The Blank Slate* shows that this view denies the heart of our being: human nature. Violence is not just a product of society; male and female minds are different; the genes we give our children shape the more than our parenting practices.

Thinking, Fast and Slow

The phenomenal *New York Times* Bestseller by Nobel Prize-winner Daniel Kahneman, *Thinking Fast and Slow* offers a whole new look at the way our minds work, and how we make decisions.

Why is there more chance we'll believe something if it's in a bold type face? Why are judges more likely to deny parole before lunch? Why do we assume a good-looking person will be more competent? The answer lies in the two ways we make choices: fast, intuitive thinking, and slow, rational thinking.





An easy read..

Psychology, a very short introduction

A whistle-stop tour of the main concepts in Psychology – a great introduction to the A Level course!

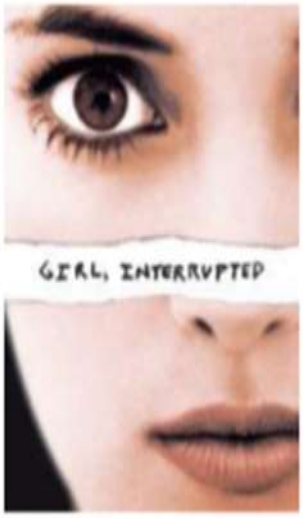
Films: Check the age ratings however!

Everyone loves a good story and everyone loves some great Psychology. You won't find any thrillers on this list, but we've looked back over the last 50 years to give you our top Psychological films you might not have seen before. Great watching for a rainy day.

One Flew Over the Cuckoo's Nest (1975)
A criminal pleads insanity after getting into trouble again and once in the mental institution rebels against the oppressive nurse and rallies up the scared patients.

We need to talk about Kevin (2011)
Kevin's mother struggles to love her strange child, despite the increasingly vicious things he says and does as he grows up. But Kevin is just getting started, and his final act will be beyond anything anyone imagined.

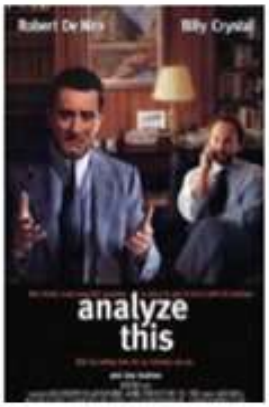
The Stanford Prison Experiment (2015)
Twenty-four male students out of seventy-five were selected to take on randomly assigned roles of prisoners and guards in a mock prison situated in the basement of the Stanford psychology building.



Girl, Interrupted (1999)
Based on a true story. Based on writer Susanna Kaysen's account of her 18-month stay at a mental hospital in the 1960s. This film questions what it means to be sane.

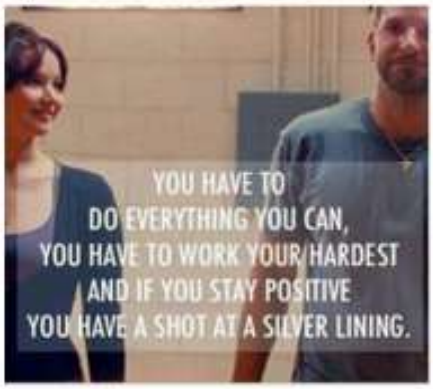
As good as it gets (1997)
A single mother/waitress, a misanthropic author, and a gay artist form an unlikely friendship after the artist is assaulted in a robbery. Looks at what life is like when you live with OCD.

Analyze This (1999)
A comedy about a psychiatrist whose number one-patient is an insecure mafia boss, played by a hilarious Robert De Niro.



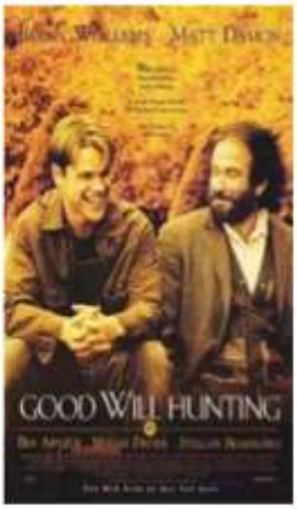
Memento (2000)
A man with total memory loss creates a strange system to help him remember things; so he can hunt for the murderer of his wife without his short-term memory loss being an obstacle.

Running with Scissors (2006)
Young Augusten Burroughs absorbs experiences that could make for a shocking memoir: the son of an alcoholic father and an unstable mother, he's handed off to his mother's therapist, Dr. Finch, and spends his adolescent years as a member of Finch's bizarre extended family.



Silver linings play book: This film is about a man who is trying to rebuild his life after leaving a mental health hospital.

Good Will Hunting (1997)
Will Hunting, a janitor at M.I.T., has a gift for mathematics, but needs help from a psychologist to find direction in his life.



A beautiful mind: The true story of an incredibly gifted mathematician John Nash who suffers from schizophrenia.

Twitter: If you are on twitter it is quite useful to follow some psychologists- Below is a list of famous Psychologists on twitter.

David Buss – Prolific Evolutionary Psychologist.
@ProfDavidBuss

Ben Goldacre – GP, and campaigner for better media communication of science, and popular scientific communicator.
@bangoldacre

Richard Wiseman – Magician turned Psychologist!
@RichardWiseman

Elizabeth Loftus – Memory researcher and founder of 'false memory' theory.
@eloftus1

Philip Zimbardo – Conducted the Stanford Prison Experiment.
@PhilZimbardo

The Beck Institute – Centre for developing cognitive therapies.
@BeckInstitute

Freud Museum – Follow this to see upcoming events you might be interested in.
@FreudMuseum and @FreudMusLondon

David Eagleman – Neuroscientist who recently had his own series on the BBC.
@DavidEagleman

Michael Mosely – Very popular science communicator and founder of the 5:2 diet.
@DrMichaelMosely

Derren Brown – Magician with an interest in all things psychological!
@DerrenBrown

Stephen Pinker – Cognitive scientist, wrote 'the Blank Slate'.
@sapinker

Martin Seligman – Founded the area of Positive Psychology.
@MartinEPSeligma and @PositiveNewsUK

Mark Griffiths – Researches the psychology of Addiction.
@DrMarkGriffiths

Daniel Kahneman – Author of *Thinking: Fast and Slow*, and founder of 'pop psychology'.
@DanielKahneman

Useful websites:

Simply Psychology
Revision Resources for your AS Level.

http://www.simplypsychology.org/a-level-psychology.html

S-cool
Another useful revision website...

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

A Level Psychology Revision
Great website with items from the news, videos to watch and up to date revision activities and materials to help you learn...
http://www.psychology4a.com/

The British Psychological Society
Promoting excellence in psychology

Opportunities to read current research and find out about events, plus the chance for free students membership of the BPS!
http://www.bps.org.uk/

A pack of resources promoting mental health and explaining mental health problems.
http://www.mentalhealtheducation.org.uk/home/

PsychCentral
Learn. Share. Grow.

Information on mental conditions and disorders; Psychological tests & quizzes; Ask The Therapist and Q&A; Medication drugs library; Over a dozen blogs with different focus areas; Latest news from the world of psychology; Research section with information on clinical trials.
http://psychcentral.com/

NIMH National Institute of Mental Health
Transforming the understanding and treatment of mental illness through research

The NIMH website features:
Extensive information on mental health topics; Access to free NIMH publications on a host of topics from disorders to treatment; Information about clinical trials for both participants and researchers; Access to statistical information about mental disorders; News in the science of mental health.
http://www.nimh.nih.gov/index.shtml

tutor2u

Tutor2u includes useful summaries of the topics studied at AS level, as well as a blog of recent uploaded materials, videos and opportunities to buy revision packs.
http://www.tutor2u.net/psychology