

Psychology A Level ENROLMENT PACK

STUDENT NAME:



Enclosed in this enrolment pack are a series of tasks for completion prior to your FIRST Psychology lesson - therefore ALL the tasks need to be completed by:

FRIDAY 9th SEPT 2022

Please bring this completed Enrolment Pack to your first Psychology lesson. You will go through your responses with your teacher(s).



Psychology
Department



Welcome to A Level Psychology!

Getting yourself ready for A Level Psychology

What do I need to bring to each lesson?

- An A4 ringbinder folder, with dividers - you need a minimum of 3 sections
 - This ringbinder folder will hold all current topic notes and topic booklets which will be required in every lesson. Your teacher will tell you when to transfer the notes from this folder to your home arch-lever folder (see below)
 - Use the Psychology Topic Planners (which you will receive at the beginning of each topic) to organise your sub-sections, in the order given on the topic planner - doing this from the start is essential!

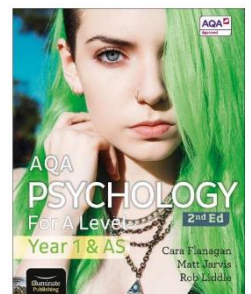
N.B Further file organisation information will be provided in the PSYCH-cess booklet you will be given during the Psychology Induction lessons

- A4 refill notepad – ideally not spiral or cotton bound (as you need to be able to take in/out sheets and rearrange your notes).
- Pencil case, including
 - Pens, pencils, ruler, calculator, highlighters, coloured pens/pencils.
- A method to keep track of homework deadlines, assessments and other important information. You can do this directly via the MS Teams App or by using either a diary (college will provide you with one) or via an alternative free App such as myHomework.
- If your normal way of working is to use a computer, we ask you to bring a laptop to each lesson (as handouts, lesson PPTs etc will be available electronically). If you receive computer access for exams, you will be expected to complete any internal exam questions/assessments on a computer also. You should use the above information to help you organise your digital folders on your computer.

What else do I need to know to prepare for Psychology A Level?

- In addition to your lesson ringbinder (above) will also need an A4 lever arch file (+ dividers) to keep at home for you to transfer your notes into, when a topic is finished. You will have completed 11 topics by the end of the A level Psychology course.
- On your main device (usually your phone) you will need to have MS Teams App downloaded, and you must set notifications enabled. All Psychology homework and any essential information relating to the course is communicated via MS Teams.
- We do not require our students to buy any textbooks, as we will give you access to an electronic copy. However if you prefer a hard copy, then you can access these via the college ILC or can purchase one for use at home if you wish. The primary textbook we refer to is:

AQA Psychology for A Level Year 1 & AS Student Book: 2nd Edition
Cara Flanagan, Matt Jarvis and Rob Liddle. ISBN: 978-1912820429



Enrolment Tasks

- Finally, you need to complete the tasks on the following pages and remember to bring them completed, to your first Psychology lesson – which could be **FRIDAY 9th SEPT!**

WHAT IS PSYCHOLOGY, AND WHAT WILL I STUDY IN PSYCHOLOGY?

Psychology is the scientific study of behaviour. The aim of Psychology is to attempt to explain how and why we think, feel and behave as we do. Psychologists do this by formulating explanations (theories), often in line with one of the several approaches in Psychology. Psychology is regarded as a science because once psychologists have formulated their explanations they then design and conduct scientific research studies to test whether these explanations are valid (accurate).

Studying A Level Psychology requires good GCSE English, Maths and Science skills and knowledge. It will involve learning about many explanations and research studies of human behaviour, which you will need to understand and report clearly in your written work and it will also require being able to analyse and interpret data to offer evidence to support/refute the explanations. Finally, there will be some expectation of previous scientific knowledge such as of key scientific concepts and some specific biological knowledge. Unlike many of your other courses, Psychology will probably be a completely new subject to you. Therefore, the purpose of the following enrolment tasks is not to get everything 'correct', but instead to give you a good insight into the kinds of content/information and style of questions which are covered in Psychology and the types of skills you will need to be successful in your Psychology A Level course.

Please answer/attempt ALL of the following 5 Enrolment Tasks. Enrolment Task 6 is recommended, but not essential.

APPROACHES IN PSYCHOLOGY (Year 1 - Paper 2 Topic)

ENROLMENT TASK 1: READING AND UNDERSTANDING PSYCHOLOGICAL CONCEPTS

Read and highlight the information about the different approaches used to explain behaviour in Psychology.

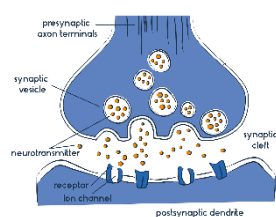
Each approach in Psychology tends to have a set of agreed principles about the causes of behaviour. Explanations for behaviour often are derived from one (or a combination of) the main approaches in Psychology.

The Learning Approaches suggest our behaviour is environmentally determined; therefore strongly advocating the role of nurture in our behaviour. These Psychologists would suggest that when we are born we are a 'blank slate' and that we 'learn' how to behave.

One Learning Approach is the **Behaviourist Approach**. This approach claims we can learn to form 'associations' which can influence/affect our behaviour. For example if every time a parent takes a child out for an outing (where the child is excited/has fun) and they buy the child a hotdog, the child begins to associate go out with the parent and hotdogs! Even as an adult, when the individual buys/eats/smells a hotdog they experience a sense of pleasure/positive nostalgia. The Behaviourist Approach also claims we learn our behaviours through the 'consequences' of our actions. For example if a person's behaviour is rewarded (e.g a child receives a gold star for helping tidy up the classroom) then the rewarded behaviour will continue in the future, conversely if a behaviour is punished (e.g. giving a child a 'time out' for being unkind) then the behaviour is less likely to be repeated in the future.



Another Learning Approach, known as the **Social Learning Theory (SLT)**, would suggest that rather than directly learning through our own rewards and punishments we can also learn, indirectly (vicariously), by watching other people being rewarded or punished. There are many people we might watch and learn from and according to the SLT, these people are called 'models'. The SLT suggests if we are similar or look up to the model we are more likely to pay attention to their behaviour and learn from it. For example if a student gets told off by the teacher for not completing their homework, it might mean other students in the class ensure they always complete their homework so they don't receive a similar punishment.



A different approach is the **Biological Approach**, which suggests our behaviour is biologically determined; therefore strongly advocating the role of nature in our behaviour. This approach claims that our behaviour is a direct result of one or more of our physiological processes. These might include our genes, biochemistry, brain structure or possibly even contraction of an infection. Genetic explanations would suggest that our behaviour is inherited from the genes passed on from our parents. Biochemical explanations would suggest that changes in our biological chemicals, such as our hormones or neurotransmitters, might explain our behaviour. Brain structure explanations would suggest that our behaviours are a result of the activation of or abnormal development of, or damage to, certain areas of the brain. Finally infection explanations would claim a viral or bacterial contamination which has affected a biological process can explain our behaviour.



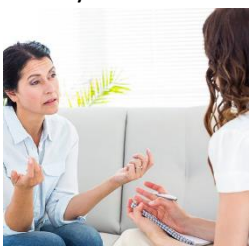
The **Cognitive approach** advocates the importance of internal mental (thought) processes in explaining human behaviour, and thinks of the mind like a ‘computer’ – processing information. The cognitive approach believes that the study of internal mental (thought) processes should be carried out scientifically, so they tend to prefer experimental methods of study. They argue that although the internal mental (thought) processes are not directly observable they can be studied by making ‘inferences’ from the results of the experimental studies. One important concept within the

Cognitive approach is Schema. Essentially a Schema is a mental representation of a concept in our world, which are stored within our minds (like a computer ‘file’ of information). The packages of knowledge about certain situations or people, which we build through experiences and interactions with our environment, enable us to understand and interact with our world successfully. For example you have already developed a “classroom” schema so you will know how to behave on entry to your new classroom.

Another approach is the **Psychodynamic approach**. This approach was developed by Freud in the late 1800’s. The focus of the Psychodynamic approach emphasises unconscious instincts or drives that motivate our behaviour. It claims unconscious forces, that are thought to operate within the mind (beyond our ‘conscious’ processing), direct human behaviour and experience. It is believed that our early childhood is pivotal in making us the person that we are, as it claims our early experiences (especially during our first 5 years of life, particularly in relation to our parenting) can influence the development of the unconscious forces or ‘structures of the personality’ as they are referred to within the Psychodynamic approach. Two structures of the personality which exist within our unconscious mind include our Id; which is focused on selfish, pleasure seeking drives and instincts and our Superego; which is essentially our moral conscience that can make us feel guilty for socially unacceptable behaviour. Conflict between these two structures can cause unconscious anxiety which our conscious self (the structure of the personality called the Ego) has to manage. It is believed this is how our unconscious mind can have influence on our behaviour.



Finally, the **Humanistic approach** is an approach which is focused on the individual ‘human’. It advocates that each human is aiming to achieve ‘self actualisation’, which is a sense of complete satisfaction and contentment with life. It claims that each persons’ path to self actualisation will be completely unique, and that we all have free will in the way in which we achieve this goal in life. This approach doesn’t overlook other influences (internal and/or external) in our life, however they claim we are not ‘determined’ by any of these influences. They also make reference to the importance of parents (or other loved ones) offering the person unconditional positive regard (basically unconditional love) in helping to develop a strong sense of self esteem, to enable the achievement of self actualisation. This approach heavily focuses on explanations of ‘healthy’ growth in individuals and therefore has had a significant influence on



counselling processes. Humanistic counselling aims to help the person identify their goals. Then, through open and non-judgmental therapy sessions, the person is supported to help achieve their goals and to develop strong mental health. As this approach encompasses all aspects of an individual human it is a highly subjective approach – it fact actively suggests that scientific study of human behaviour is inappropriate as it believes each human will react and respond completely differently and therefore we cannot (and should not) make global predictions about human behaviour.

APPROACHES IN PSYCHOLOGY (Year 1 - Paper 2 Topic)

ENROLMENT TASK 2: SUMMARISING PSYCHOLOGICAL CONCEPTS

In the spaces below, briefly summarise (e.g using only key concepts/phrases/terms) any two of the approaches you have read about in the information above. Be ready to explain these approaches in the Induction lesson.

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RESEARCH METHODS IN PSYCHOLOGY (Year 1 - Paper 2 Topic)

ENROLMENT TASK 3: REVIEWING MATHEMATICAL AND SCIENTIFIC CONCEPTS FROM GCSE

Answer the following 9 questions

1 What is meant by the INDEPENDENT VARIABLE in an experiment?

2 What is meant by the DEPENDENT VARIABLE in an experiment?

3 How do you ensure a 'fair test' in an experiment?

4 What is meant by QUANTITATIVE DATA?

5 Calculate the mean, median and mode of the following set of data? Show your workings.

2, 8, 5, 6, 8, 5, 9, 4, 7, 8, 10, 11, 16

Mean	Median	Mode

6 How do you calculate a percentage – what is the formula?

7 How do you calculate a percentage change (increase/decrease) – what is the formula?

8 What is meant by QUALITATIVE DATA?

9 What is the difference between PRIMARY DATA and SECONDARY DATA?

RESEARCH METHODS IN PSYCHOLOGY (Year 1 - Paper 2 Topic)

ENROLMENT TASK 4: INTRODUCING THE APPLICATION OF MATHEMATICAL AND SCIENTIFIC CONCEPTS IN PSYCHOLOGY

Answer the following 15 Research Methods related questions below.

A psychologist wanted to find out how context affects memory. She showed two different groups of participants the same list of 25 words for one minute, and then asked them to recall as many words as possible.

Condition 1 consisted of fifteen participants (10 males and 5 females) who learned and recalled the words in the same room.

Condition 2 consisted of fifteen different participants (8 males and 7 females) who learned the words in one room and then recalled them in a different room.

The results were as follows:

Table 1: Mean number of words correctly recalled for Condition 1 and Condition 2.

CONDITION 1: MEAN NUMBER OF WORDS RECALLED	CONDITION 2: MEAN NUMBER OF WORDS RECALLED
17.4	13.2

1 The independent variable is the variable that the researcher changes or manipulates. What is the independent variable in this study? Be specific in your answer by relating to the information in the study. (1 mark)

2 The dependent variable is the variable that the researcher measures. What is the dependent variable in this study? Be specific in your answer by relating to the information in the study. (1 mark)

3 Why is it important that the participants in both conditions received the same list of 25 words? (1 mark)

4 What percentage of the participants in the experiment were male? (1 mark)

A researcher was interested in the effect of rewards on learning. In **Condition 1** rats were placed in an unknown maze and rewarded with a food pellet when they completed the maze. In **Condition 2** a different group of rats were placed in the same maze, but did not receive a food pellet upon completion of the maze. The researcher measured how quickly the rats learned the maze by recording the time taken for each rat to complete the maze across 7 attempts.

Table 2: Time taken for Rat A in Condition 1 (in each maze attempt).

ATTEMPT	TIME TAKEN (SECS)
1	79
2	71
3	67
4	45
5	31
6	29
7	27

5 Calculate the mean time taken for Rat A to learn the maze. Show your calculations. Show your answer to 1 decimal place. (2 marks)

6 How many times did Rat A complete the maze in a time ≤ 45 seconds? (1 mark)

7 The time difference between the first and last attempts was 52 seconds. Calculate the percentage decrease in time taken to complete the maze from the first attempt to the last attempt. Show your working and present your answer to 3 significant figures (2 marks)

Researchers were interested in the difference in parent-child attachment behaviours of Securely attached children and Insecurely attached children. They identified behaviours which indicated a positive child-parent relationship; these included: Looking at the parent; willingness to explore a new setting (in the presence of the parent); being upset when left by the parent (separation anxiety). The researchers observed a sample of children (playing with a parent) who had either been classified as 'Secure' or 'Insecure' and they recorded the frequencies of the positive child-parent attachment behaviours observed.

The data for the attachment behaviours is shown in the Table 1.

Table 1: Positive child-parent attachment behaviours			
	Looking at parent	Willingness to explore room	Separation anxiety
Secure	23	23	18
Insecure	10	13	9

The researcher noted that overall more positive parent-children interactions were shown by Secure children compared to Insecure children.

8 Calculate the ratio of positive parent-children attachment behaviours observed in Secure children to positive parent-children attachment behaviours observed in Insecure children. Show your workings and present your answer in the simplest form. (2 marks)

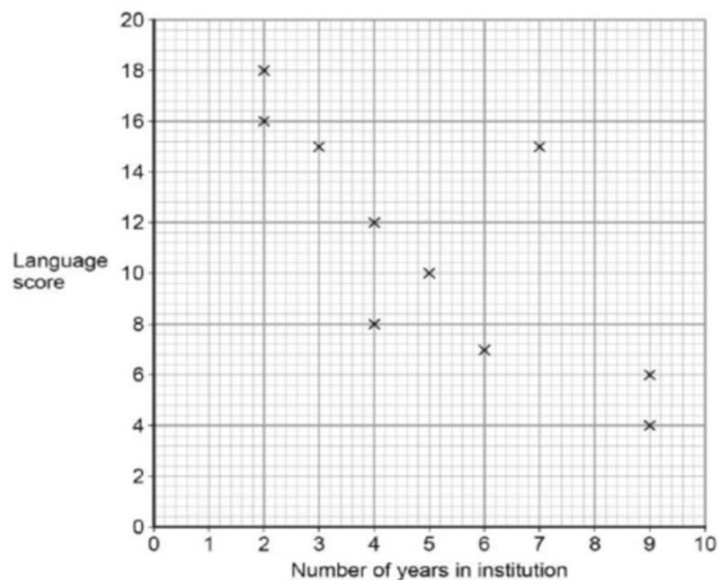
Twenty primary school teachers were sent by their individual head teachers to attend a training course in classroom behaviour management run by educational psychologists at a local university. Before the training course, and again after training, the teachers were asked to say how confident they were in managing difficult classroom behaviour.

	Confidence Better	Confidence Worse	Confidence Same
Number of teachers	16	2	2

The researchers compared the before and after answers to see how many teachers rated their confidence as 'better', 'worse', or 'the same' as it had been at the start of the course.

9 What fraction of the teachers thought that their confidence was better after the course? Show your workings. (2 marks)

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 graph below.



10 How many children took part in this research? Circle your answer (1 mark)

- 8
- 10
- 18
- 20

11 What type of correlation is being shown by the graph? Circle your answer (1 mark)

- Positive correlation
- Negative Correlation
- No correlation

12 Write a suitable title for this graph (2 marks)

A psychologist was reading an article about typical dream themes in adults.

Figure 2: shows the main dream themes identified in the article



13 Using Figure 2, estimate the percentage of dreams that were reported to be about being chased. Circle your answer (1 mark)

- 4%
- 15%
- 27%
- 35 %

14 Using Figure 2, estimate the percentage of dreams that were reported to be about daily life. Circle your answer (1 mark)

- 4%
- 15%
- 27%
- 35 %

A psychologist studied a sample of 15 adults, first asking them how many hours they had slept the night before; then he tested their concentration by timing how long it took them to identify five differences between two photographs.

The psychologist noted that some adults seemed naturally faster at identifying the differences between the two pictures. When questioned after the experiment, the psychologist found that these adults often completed similar puzzles in newspapers on their commute to work.

The psychologist decided to repeat the study, ensuring that none of the participants completed 'spot the difference' style puzzles.

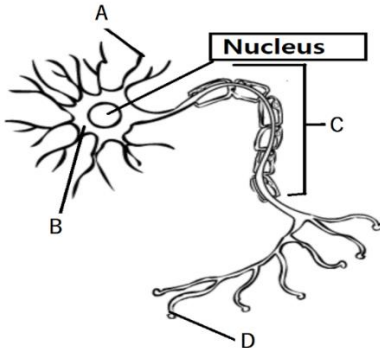
15 Explain why it is important for psychologists to control such factors in their research (1 mark)

BIOPSYCHOLOGY IN PSYCHOLOGY (Year 1 - Paper 2 Topic)

ENROLMENT TASK 5: REVIEWING AND APPLYING GCSE BIOLOGY KNOWLEDGE USED IN PSYCHOLOGY

Answer the following 6 questions below.

1 Neurons are cells in the nervous system. Label the parts of this neuron. (4 marks)

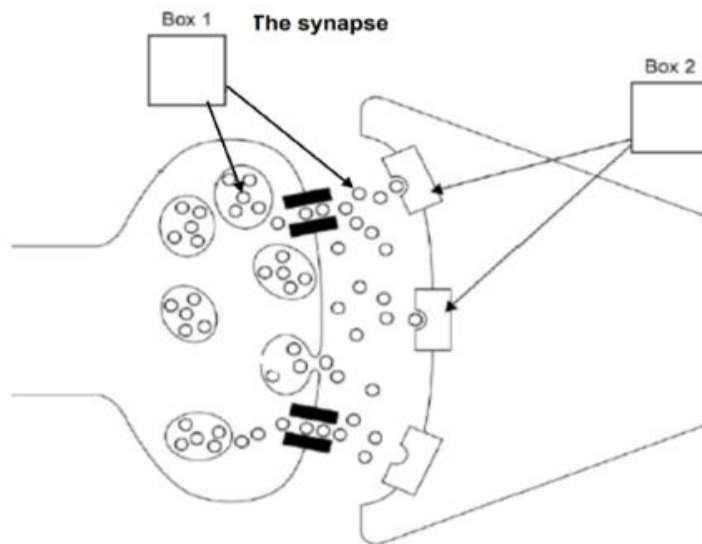


- A _____
- B _____
- C _____
- D _____

2 Name the **two** structures which comprise the Central Nervous system. (2 marks)

3 Neurons communicate via Synaptic Transmission. Using the list below, identify which features of a synapse are being indicated by Box 1 and Box 2 in the diagram.

- A Axon
- B Dendrites
- C Neurotransmitters
- D Receptor sites
- E Vesicle



4 What is meant by the terms Genotype and their Phenotype? (2 marks)

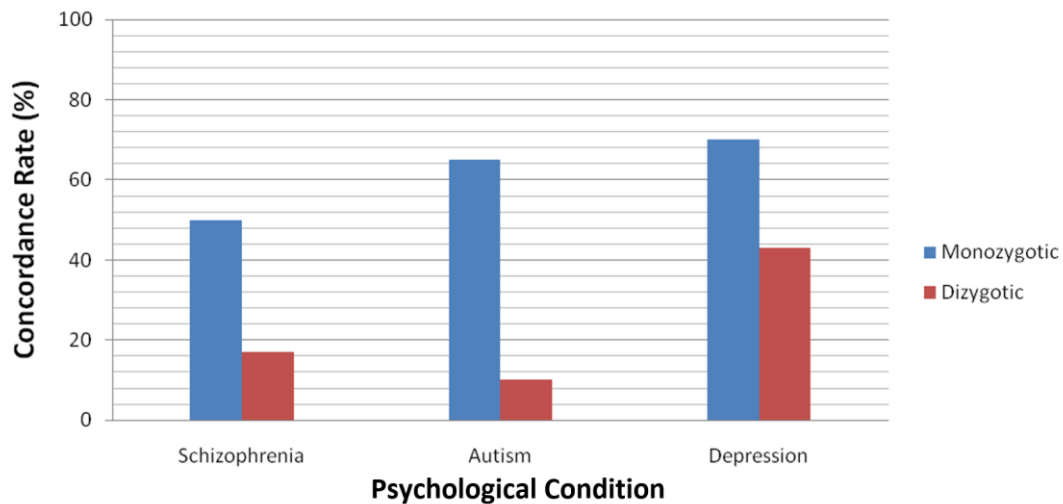
Genotype is...

Phenotype is...

To investigate the role of genetic factors in behaviour Monozygotic (MZ) twins, who share 100% of their genetic material are often compared with Dizygotic (DZ) twins, who share approximately 50% of their genetic material.

A graph showing the concordance rates for psychological disorders across monozygotic and dizygotic twins

N.B Concordance rates are essentially similarity rates looking at how frequently both twins within the pair suffer from the same psychological disorder. If the concordance rate is 100% then every twin pair in the sample both suffered from the same psychological condition.



5 The research above was investigating the contribution of genetic factors in the onset of psychological disorders.

i) Using the data in the graph, summarise (in your own words) what the research findings show.

ii) Explain what these findings suggest about the contribution of genetic factors in psychological conditions. Try to make reference to the terms Genotype and Phenotype in your answer.

6 Can you think of any problems of using twins to determine whether genetic factors are linked to the onset of psychological conditions? Explain your answer.

PSYCHOLOGY INTERESTS/EXPERIENCES AND/OR ANY QUERIES

ENROLMENT TASK 6 (*Recommended, but not essential*): QUESTIONS ABOUT THE COURSE/AREAS OF PSYCHOLOGICAL CURIOSITY?

Tell us about your interests, queries/thoughts, related activities/experiences etc

You can use the space below to make a note of any questions you might have about the Psychology A Level course; the topics, the assessment methods, the lessons etc and/or you can use it to make a note of any questions you might have about human behaviour (e.g. things you've always wondered about and wanted to know/learn about) and we will either try to answer them or will let you know whether they answers will be covered throughout the course content!

Alternatively you could note down some of the things you've done independently to prepare for your Psychology A level course, such as books you've read or documentaries you've watched or which areas of the course you are particularly looking forward to studying?

