Newstead Wood School
Sixth Form
September 2021

Year 1 Psychology Handbook

"The greatest discovery of my generation is that human beings can alter their lives by altering their attitudes of mind."
William James (1842-1910)

Name_____

Mrs M Devereux – Head of Psychology, Mrs N Stebles – Teacher of Psychology

Mrs Devereux and Mrs Stebles can usually be found in the small staff workroom upstairs near the staffroom or in the Psychology Classroom (Room 611).

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Mrs Devereux is in school on Monday, Thursday and Friday.

Mrs Stebles is in school on Tuesday and Wednesday.

Psychology Year 1

Advanced Learning in this subject:

Psychology is the scientific study of the human mind and behaviour. Psychology requires students to think practically about psychology. It is not enough to simply learn the findings of research. Psychology students actively consider psychology's practical application in real-life situations and think creatively about alternative ways of investigating psychological events. They are psychologists thinking and working within the field, not simply observing it.

How is A Level different from GCSE?

At A Level, there is an expectation that students consolidate and extend their learning by reading around the subject (see reading list) as well as exploring the material covered in lessons.

Whilst in your GCSE's it may have been enough to recall information, at Advanced Level students must be able to understand the information in a given context and apply that information to a multitude of question styles and practical scenarios. Questions take the form of anything from short 1 or 2 mark factual questions and multiple choice questions, through to application questions and essay questions requiring longer, essay-style 16 mark answers requiring explanation and evaluation skills.

How will we be affected by the new specification changes?

These qualifications are linear. Linear means that there are no modular exams and it is expected most students will continue to A Level and take all of their external exams in summer 2023.

PLEASE NOTE: Psychology is NOT offered as a one year course, therefore there is no option to sit an AS qualification in the summer of 2022.

In what different ways will you be expected to work?

Psychology students who are passive in lessons often lack the engagement and understanding to perform to a high level in the subject. You will be expected to note-take and take an active role in class discussions. You will be expected to thoroughly consolidate your learning by reading a variety of textbooks and journals relating to class material (see reading list). You will also be expected to regularly complete exam questions both in class and for homework. This is absolutely essential preparation for your exams. You will have to complete independent and group tasks resulting in presentations to the rest of the class.

What do successful learners in this subject do?

Successful Psychology students arrive on time and complete all homework on time and to a high standard. They also attend all support sessions as directed. They seek to improve already good work through speaking to staff outside of lessons and developing their work during individual and group support sessions. All homework that is not to standard is to be discussed with staff and improved to ensure full understanding. Successful students attend revision conferences and seek out further reading connected to material covered in class. It has been found that students who interact more in class receive higher grades on average than students who are passive in their learning.

The best preparation for exams is the completion of **AQA (A) Psychology specimen papers** these are to be found on the **AQA** website:

http://www.aqa.org.uk/subjects/psychology/as-and-A Level/psychology-7181-7182/assessment-resources

Overview of the Year (draft)

	Modules, coursework, practicals, visits…
Half Term 1	Approaches Social Psychology
Half Term 2	Attachment Social Psychology
Half Term 3	Attachment Research Methods Memory
Half Term 4	Psychopathology Research Methods Memory
Half Term 5	Psychopathology Year 1 Biopsychology Internal Exams
Half Term 6	Internal Exam Review Biopsychology and Approaches Issues and Debates

Specification Overview

AQA A Psychology

AS Psychology Award 7181

http://www.aqa.org.uk/subjects/psychology/as-and-ALevel/psychology-7181-7182/assessment-resources

Paper 1. *Introductory Topics in Psychology*

What's assessed:

- Memory
- Social Influence
- Attachment

Written exam lasting 1 hour 30 minutes. 72 marks total (24 marks per topic) 50% of AS. Questions will include multiple choice questions, short answer questions and extended writing.
Marks are awarded between 1 – 12 marks per question.

Paper 2. *Psychology in Context*

What's assessed:

- Approaches in Psychology (inc. Biopsychology)
- Psychopathology
- Research Methods

Written exam lasting 1 hour 30 minutes. 72 marks total (24 marks per topic) 50% of AS. Questions will include multiple choice questions, short answer questions and extended writing.
Marks are awarded between 1 – 12 marks per question.

PLEASE NOTE THAT RESEARCH METHOD QUESTIONS WILL APPEAR ON ALL PSYCHOLOGY EXAM PAPERS AND IS WORTH THE MOST MARKS SO MAKE SURE YOU ARE MATHS CONFIDENT!

Your exams at the end of Year 12 will mimic the AS exam in Psychology and be used to guide your UCAS grade decision.

Mark scheme for AS Level

The exams will measure how students have achieved the following assessment objectives:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
in a theoretical context
in a practical context
when handling qualitative data
when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
make judgements and reach conclusions
develop and refine practical design and procedures.

The questions on the exam papers are mainly shorter-answer questions and it should be clear from the question which skills you are required to demonstrate when answering these questions.

Short answers are generally marked according to how many correct points are made and whether responses are sufficiently elaborated to meet the marks available.

For longer answers, examiners use mark schemes such as the one below for a 12 mark question:

Level	Marks	Criteria
Level 4	**10 - 12**	Knowledge is accurate and generally well detailed. Evaluation is effective. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.
Level 3	**7 - 9**	Knowledge is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
Level 2	**4 - 6**	Knowledge is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. .
Level 1	**1 - 3**	Knowledge is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.

Exemplar work

This is an example of a very good 12 mark question answer from Social Influence. At the bottom of the page are the marks awarded with reasons given by the examiner.

Describe **and** evaluate **two** studies of social influence. **[12 marks]**

Asch looked at the effect of variables like task difficulty, unanimity and group size on conformity. People in a group of 7/8 took turns to say which line (of 3) was the same as a target line X. All except one of the group were confederates of the researcher primed to give wrong answers on some trials. Asch recorded how many times participants conformed to an obviously wrong answer given by the majority and found conformity occurred 32% of the time, showing the effects of conformity within social influence.

Milgram's mock learning experiment on obedience involved a naïve participant administering increasingly severe shocks to a stranger. The shocks were fake and the stranger was an actor. When the actor, sitting behind a screen, made mistakes in a test, the real participants had to press a shock lever. At a certain voltage the actor protested and then he fell quiet. If the participant protested the researcher used verbal prompts like 'you must go on'. 65% of people who started to give shocks went up to the maximum 'lethal' voltage of 450v, thereby demonstrating the social influence of obedience.

In evaluation, both studies were a 'child of the times' - they probably got the results they did because of social attitudes just after WW2. People had been used to working collectively during war time and so were inclined to conform and obey authority. Nowadays the same level of social influence might not occur because individualism and independent thought is more valued. Therefore, we might question the historical validity of the findings.

Both studies could also be criticised for being unethical. Asch deceived participants with his use of stooges and put them in a stressful, embarrassing situation – physiological measures indicated increased anxiety just before they gave their response. Milgram caused even greater stress as people believed they were shocking another person. In both studies participants were deceived – they were later debriefed but does this justify what was done in the first place? On the other hand, if Milgram's research had not been done we would not understand why real people carry out horrendous acts in an 'agentic state', not feeling responsible for their actions. After Milgram's study participants said they were glad to have taken part. Perhaps we should be grateful to Asch and Milgram for telling us about human nature but also relieved that psychologists cannot conduct such research these days because there are now codes of ethical conduct from the APS and BPS.

Examiner comments:

Knowledge of two studies is accurate – the descriptions are focused and well detailed.

The approach to evaluation is interesting, covering both studies at the same time. Two issues are dealt with very effectively with considerable elaboration and counterargument.

The answer is clear, organised and coherent. Specialist terminology is used appropriately throughout (e.g. child of the times, temporal validity, agentic state).
This is a clear Level 4 answer – given the time available it is difficult to see how the student could have done more.

Mark awarded = 12/12

In order to provide you with the most effective support in your learning, the following processes will be maintained across the department:

- **Punctuality:** All students are expected to arrive to lessons on time. Any student who is late for the first time will be spoken to by the teacher regarding why they are late. If the student is late for a second time they will not participate in the lesson and will be expected to catch up in their own time.

- **Absence:** All students should notify their teacher in advance if they know they will be absent from a lesson. The teacher will organise with the student how to catch up on the work they will miss. If it is an unplanned absence the student should contact the teacher before the next lesson to complete any work missed or ensure they find out the work from another member of the class. Any lessons missed when students have been marked in the register will be followed up by e-monitoring. If absence becomes a reoccurring issue, parents will be directly contacted via telephone.

- **Deadlines:** Students will always be given sufficient time to complete work and work should be completed to the given deadline. Students should see the teacher before the work is due in if they are having difficulties and explain why the deadline may not be met, if this is the case. The teacher and student together will decide on the appropriate strategy relevant to the given situation.

- **Consequences of missed deadlines:** If a deadline is missed and there is no appropriate explanation, students will not be allowed to participate in the lesson and will be expected to go to the library to complete the work before returning to the lesson. It is then the student's responsibility to catch up on the class work missed in their own time. If a second deadline is missed the same procedure will be followed and the information will be communicated via e-monitoring to your parents. If deadlines become a reoccurring issue, parents will be directly contacted via telephone.

- **Learning Environment**: Elements of topics are taught to students by students and therefore every student should assume responsibility for the learning of their classmates. Class discussions are based on prior learning and independent study – all students should come to the lesson fully prepared in order to be able to engage meaningfully in the lessons. Discussion is encouraged and students are expected to be polite and open-minded, not speaking over any other individuals in the class at any time.

- **Study periods and independent study:** Students will be set reading and activities prior to a lesson and should use their independent study time to complete this. Students should also use their independent study time as follows: to consolidate their class notes and make revision notes; to practise exam-style questions and prepare for End of Unite assessments; and to engage in wider reading from a variety of textbooks and other sources. You should expect to spend around 8 hours a week completing Psychology work outside of lessons, regardless of whether specific work has been set. It is very easy to feel overwhelmed by the huge content of Psychology – the best way to overcome this is to be a proactive learner and dedicate time to consolidation and revision of material throughout the course.

- **Learning Conversations** – you will be given continual feedback about your work and will be encouraged to ask questions and seek clarification on how to improve. If specific concerns arise, your teacher may ask for you to come and have a chat to discuss concerns and set subject-specific targets to improve.

How we will support you:

Your teacher will provide you with regular feedback regarding your progress and will offer support to ensure you achieve your personal target grade.
This support will include:

- Constructive comments on your written work
- Meetings during study periods to clarify and explain ideas
- Support workshops on exam skills and revision of topic areas (lunchtime).
    - N.B. All students are welcome to attend support workshops, however if needed you may be specifically asked to attend in which case it is vital that you take up this opportunity.

What to do when stuck…

'We all make mistakes, but only the wise learn from their mistakes'
Winston Churchill

Class teacher

Your teachers are available throughout the day to speak to. A good time to catch your teacher might be after the lesson, at break, lunchtime or after school. They will arrange specific times with you to offer support as it is needed, but you are responsible for your own learning. If you need support, the onus is on you to seek help, which will of course then be provided. If you struggle to catch your teacher, then e-mail them to arrange a time to meet/voice your concerns.

Classmates

It is highly recommended that you spend time discussing ideas with your classmates, both to help in your collective understanding and to serve as a means for deepening your evaluative involvement in the subject. You will be given the opportunity to move seats in the classroom as each topic changes – think carefully about who to best surround yourself with to support your studies! We cover topics in Psychology that some students will have personal experience of – it is important that you are willing to be open-minded and accepting of others' views and opinions, even if they differ from your own.

Teams

It's important that you regularly check out the 'teams' page for your class. Lesson resources such as PowerPoints and handouts will be shared here, along with wider reading resources etc. If you miss a lesson you should try to ensure you catch up using the resources available.

Support sessions

Support sessions are run as and when needed throughout the year (both at lunchtime and after school) to support you with developing key skills such as how to structure essays or to revisit particular topics. We will notify you of specific dates and times during the course of the year. If you are seen to be struggling in a specific area or need to catch up on work missed, you may be directed to attend these sessions. In addition, anyone is welcome to attend throughout the year for additional support.

SMH

All homework will be set on SMH – please make sure you check regularly for updates.

E-Mail

Staff will respond to e-mails sent, but it may on occasion take some time, please don't think you are being ignored. Mrs Devereux can be contacted on: mdevereux@newsteadwood.co.uk and Mrs Stebles can be contacted on: nstebles@newsteadwood.co.uk

Please take not of the working days of your teachers:
Mrs Devereux – Monday, Thursday and Friday. Mrs Stebles – Tuesday and Wednesday.

Bridging Unit

(To be completed before the start of term – please bring to your first psychology lesson in September 2021.)

Psychology is a science subject based on experiments conducted and results statistically analysed to further our understanding of human behaviour. Throughout the course we will look at many different psychological experiments and you need to be able to understand the methods used and effectively evaluate them.
For your bridging unit you will be working independently to design and report on a study. The aim is to introduce you to the most basic research methods requirements of the course and to encourage you to think about the logistics of conducting research on humans.
We will begin to explore this together during your induction week at Newstead.

Project Brief:

Begin by reading about the stroop test on the following link: https://www.psytoolkit.org/lessons/stroop.html

Your task is to design an experiment to see whether there is a relationship between the **age** of participants and their **performance** on the stroop test.
You will need to find at least 10 participants of different ages who will each be tested using the same stroop test and will then need to report back on your findings. The wider your age range the more likely you are to get an effect.

Have a go at answering the following questions BEFORE conducting your experiment:

- What is your research aim?
- What is your Independent variable? How will it be operationalised?
- What is your Dependent Variable? How will it be operationalised?
- What is your null hypothesis? What is your alternative hypothesis? Will you use a directional or a non-directional hypothesis and why?
- What materials do you need?
- How will you recruit your participants?
- What instructions will you give to your participants?
- How will you record the results?
- What type of experiment are you conducting? Lab/Field/Natural? Justify your answer.
- What is your experimental design? Independent Measures, Matched Pairs, Repeated Measures? Justify your answer.
- Are there any extraneous or confounding variables that may affect the findings? How can you try to minimise these?
- Are there any ethical issues that you need to consider?

After your participants have completed the experiment, have a go at answering the following questions:

- What is the most appropriate graphical display for your results? Have a go at drawing a graph, labelling the axis and plotting your data.
- What do your results seem to show?
- What can you conclude? Try to state this in relation to your Independent Variable and Dependent Variable and which hypothesis you feel is best to accept.
- What could be done to improve your experiment in future?

The above should be provided as a research report, preferably typed, no more than 2 sides of A4. There are many terms here that you will need to look up. This is designed to be a challenging task.

You will probably want to buy a copy of the textbook (see next page) to help you with this task.

Summer Term Preparation for A-Level Psychology

Please prepare an A4 summary sheet on each of the core APPROACHES in psychology.

An approach is a way of explaining human behaviour. The approaches you need to explore are:

- Biological
- Behaviourist
- Social Learning Theory
- Cognitive
- Psychodynamic
- Humanist

For each approach, please try to identify the key **assumptions** (what do they assume to be the cause of human behaviour?) key **terms** from the approach, a key piece of **research** to demonstrate the approach and 2 **strengths** and 2 **limitations** of each approach.

Extension: identify any similarities and differences between the approaches. Which approach do you favour? Which do you think is the weakest? Justify your answers.

I am happy to answer any queries you have in this time, please just email me:
mdevereux@newsteadwood.co.uk

Leadership and Enrichment Opportunities

- Become an active member of the Psychology Society
- Teach your peers and students in other years (opportunities throughout the year)
- Support the department in developing learning and resources
- Attend lectures by external speakers – often these are available at different universities and can be attended for free or for a small cost
- Apply to become a Student Subject Leader towards the end of the year

We also like to encourage you to use your initiative and be proactive, so if you have an idea regarding an enrichment or leadership opportunity, come and speak to us to see how you can take this forward.

Resources and Equipment

Textbook: **The Complete Companion Student Book: Psychology A Level Year 1 and AS for AQA (Fifth edition) Mike Cardwell** and **Cara Flanagan.** ISBN: 978-0-19-833864-2 (paperback)

The book is available to buy on Amazon. PLEASE ENSURE YOU PURCHASE THE 5TH EDITION!
All students should purchase this book and bring it to their first Psychology lesson.

Other textbooks, journals and reading materials are available in the Library or in Room 611. If you are particularly interested in a specific area, ask your teacher as they may have additional reading that can be provided for you.

You will be provided with handouts from alternative textbook sources, though may wish to purchase our 2nd primary textbook (not essential) – Illuminate Publishing; AQA Psychology for AS Level.

Useful Links

British Psychological Society Comprehensive resource bank for the study and practice of psychology in the UK	*http://www.bps.org.uk/*
British Association for Counselling and Psychotherapy – with a section for students, including career advice events and membership application	*www.bacp.co.uk*
Royal College of Psychiatrists with excellent "leaflet"-style resources on many AS and A2 topics	*www.rcpsych.ac.uk*
American Psychological Association Especially good for coverage of and links to current topics and issues in mental health	*www.apa.org*
ClickPsych.com very useful links for 'A' level Psychology and some brain training games!	*http://www.clickpsych.com/*
Higher Education Academy – Psychology Network There are resources relating to the AQA A syllabus and a list of general resources about psychology.	*http://www.psychology.heacademy.ac.uk//html/a_level_resources.asp*
All in the Mind – over 40 recorded 30-minute programmes exploring the limits and potential of the human mind; includes topics such as violent teen behaviour and psychopathic brain/genes on BBC Radio 4 I-Player.	*http://www.bbc.co.uk/programmes/b006qxx9/episodes/player*
Psychlotron Teaching Resource Bank Downloadable lessons/slides/activites relevant to AS and A2 units.	*http://www.psychlotron.org.uk/*
PsyOnline has a Student Room which contains a large section of links and information linking to the specification.	*http://www.psyonline.org.uk/*
The PsiCafe This site aims to provide links to good quality websites about psychology.	http://www.psy.pdx.edu/PsiCafe/

Extension Reading

If you are planning to study psychology at university you should be engaging in extended reading over the coming years. Here are some books you may find of interest:

- 'Kpax' – Gene Brewer, Bloomsbury Publishing PLC, (ISBN: 978-0747525479)
- 'The man who mistook his wife for a hat' – Oliver Sacks, Picador, (ISBN: 978-0330294911)
- 'One Flew over the Cuckoo Nest' – Ken Kesey, Penguin Classics, (ISBN: 978-0141187884)
- 'The Divided Self' – RD Laing, Penguin Classics, (ISBN: 978-0141189376)
- 'The Myth of Mental Illness' – Thomas Szaz, HarperCollins (ISBN: 978-0061771224)
- 'Uses and Abuses of Psychology' – HJ Eysenck, Pelican (ISBN: 9780140202816)

Progression

The main change in year 2 of the A Level is that you will be required to do more extended writing, in some instances you will be required to write essays worth 16 marks (at A2 level). In addition, more marks are allocated for analysis, evaluation and application than for showing your knowledge and understanding. We study some of the key issues and debates within Psychology in addition to topics such as Schizophrenia, Research Methods, Forensic Psychology and Relationships.

Students who have studied Psychology in recent years have gone on to:

- Experimental Psychology
- Clinical Psychology
- Organisational and Social Psychology
- Counselling
- Teaching
- Medicine

Advice from Former Students

Every year the A2 students are asked to evaluate their learning and are asked what advice they would give to students starting AS Psychology. Here is what previous A2 students have said:

"Keep good detailed notes and keep up to date on essay/homework questions"

"Do practice questions when revising for exams."

"Make sure you can effectively structure an essay. Also see AO2 vocabulary."

"Consolidate notes as you go and split topics clearly so it is easier to revise."

"Definitely take it!"