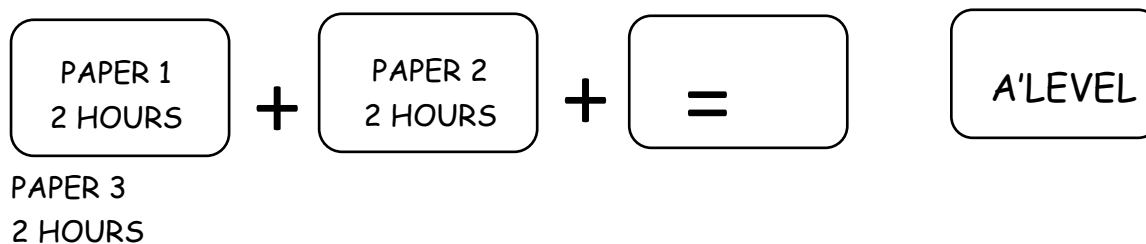


## Welcome to Psychology A'Level at Huish Sixth

### Overview of the topics:

| Paper 1  | Paper 2  | Paper 3   |
|--|--|---|
| -Social influence<br>-Memory<br>-Attachment<br>-Psychopathology (Phobias, OCD, Depression) | -Approaches<br>-Biopsychology<br>-Research methods | -Issues & Debates in psychology<br>-Gender<br>-Schizophrenia<br>-Aggression |

A-level psychology is written exam based where there are three 2 hour exams that are taken at the end of the course in Year 13. There is no coursework component.



### Expectations:

There are 8 lessons of Psychology per fortnight. Full attendance at all lessons is expected. As a minimum, you will be expected to study for a further 8 hours outside of lesson time. Do not underestimate the importance of this extra study. If you want to reach your potential, homework and independent study work must be completed on time. It is your responsibility to meet deadlines. If you are aware of a reason why a deadline cannot be met, you need to discuss this with your teacher in advance. Google classroom will be used for setting work. Please purchase a large, strong lever-arch file complete with dividers and lined A4 paper. We will give you a topic list so you can organise your file. You will also need a calculator.

We would like you to complete the following two tasks over the summer to prepare you to start your Psychology A'Level.

Bridging Work- Summer 2022

## Task 1: Maths skills needed in psychology

Data handling and analysis are important skills required for psychology. At least 10% of the marks will require the use of mathematical skills, which can be at least the standard of higher tier GCSE mathematics. This means it's important to practice your maths skills! The following questions are designed to practice the skills that are often required in exam



### 1) Rounding to decimal places

Round the numbers in the table.

questions.

| Number | 1 decimal place | 2 decimal places | 3 decimal places |
|--------|-----------------|------------------|------------------|
| 0.181  | 0.2             |                  |                  |
| 8.928  |                 |                  |                  |

|         |  |  |  |
|---------|--|--|--|
| 0.4923  |  |  |  |
| 45.7053 |  |  |  |

## 2) Rounding to significant figures

Round the numbers in the table.

| Number  | 1 significant figure | 2 significant figures | 3 significant figures |
|---------|----------------------|-----------------------|-----------------------|
| 4.915   | 5                    |                       |                       |
| 5253    |                      |                       |                       |
| 197.196 |                      |                       |                       |
| 0.4063  |                      |                       |                       |

## 3) Using percentages, fractions and decimals

Convert the following to a decimal:

a)  $12/24$

b) 65%

c) 153%

d) 51.6%

e) 41%

Convert the following to a fraction and reduce to simplest form

f) 0.2

g) 0.62

h) 90%

Convert the following to a percentage

i) 0.87

j) 0.017

## 4) Ratios

Simplify:

a) 5 : 10

b) 15 : 5

c) 5 : 50

d)

52 : 56

## 5) Measures of central tendency

a) Find the mean of the given data below.

11    12    28    17    21    24    27

mean =

b) Find the mean of the given data below. Give your answer to 1 decimal place.

11.9    4.8    16.4    18.2    12.3    3.6    2.8    25.6    10.8    0.6

mean =

c) Find the median of the data given below.

15    20    10    15    14    23    14

median =

d) Find the median of the data given below.

20    13    10    20

median =

e) Find the mode of the data given below.

8    3    6    5    3    6    3

mode =

f) Can you explain why the mode would not be a representative measure of central tendency for the data set in e)?

## 6) Displaying data

Graphs, charts and tables are all used to describe data and make it easier for the data to be understood. There are a number of graphs and charts that you need to be able to draw and interpret, they include:

- Tally chart (frequency table)
- Line graph
- Pie chart
- Bar chart
- Histogram
- Scattergram

## 7) Sample questions

- 1) A psychologist tested the effects of expectations on people's perceptions. Participants were shown an ambiguous image (it had been purposefully drawn to be perceived in one of two ways - either as a monkey or as a teapot). Participants had to say what they saw after they had viewed the image for one second.

In the first condition, five drawings of other animals were presented, one after the other, before the ambiguous image. Participants had to name each one of these. In the second condition, the set up was the same but five images of kitchen items were used.

The findings from the study are presented below:

A table to show the number of participants who perceived the ambiguous image as a monkey or as a teapot from both conditions: image presented with animals and image presented with kitchen items.

|                              | Perceived as a monkey | Perceived as a teapot |
|------------------------------|-----------------------|-----------------------|
| Presented with animals       | 15                    | 10                    |
| Presented with kitchen items | 5                     | 12                    |

- a) Calculate and simplify the ratio of the number of participants who perceived a monkey in the first condition and the number who perceived a monkey in the second condition.
- b) Calculate and simplify the ratio of the number of participants who perceived a teapot in the first condition and the number who perceived a teapot in the second condition.
- 2) A psychologist investigated whether recall was affected by the way the material was presented. One group was given pictures to recall, the other group were given words.

| Number of Pictures Recalled | Number of Words Recalled |
|-----------------------------|--------------------------|
| 7                           | 4                        |
| 5                           | 6                        |
| 10                          | 7                        |
| 8                           | 5                        |
| 7                           | 6                        |
| 5                           | 5                        |
| 7                           | 9                        |
| 9                           | 3                        |

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

**Condition 1 (Numbers of pictures recalled)** a) Mode =

b) Median =

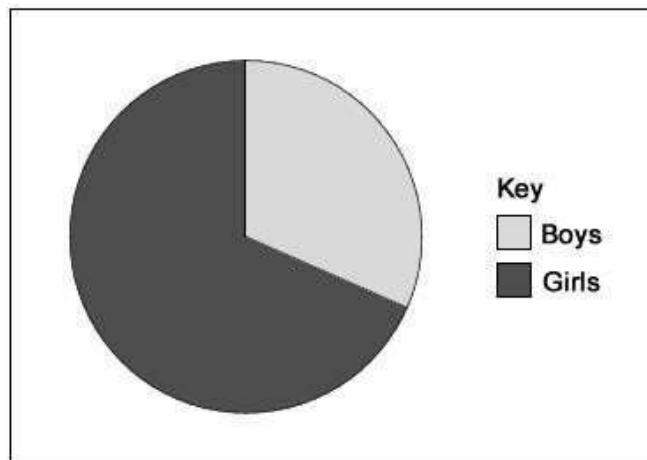
c) Mean (Give your answer to 1 decimal place) = **Condition 2 (Number of words recalled)** d) Mode =

e) Median =

f) Mean (Give your answer to 1 decimal place) =

3) A researcher is investigating gender differences in classification of attachment. They conduct a study using Ainsworth's 'Strange Situation'. The results are shown in the figure below.

**The proportions of boys and girls who are classified as securely attached**



(a) Using the information in the figure, estimate the percentage of **boys** and **girls** that are securely attached.

**Boys =** **Girls**

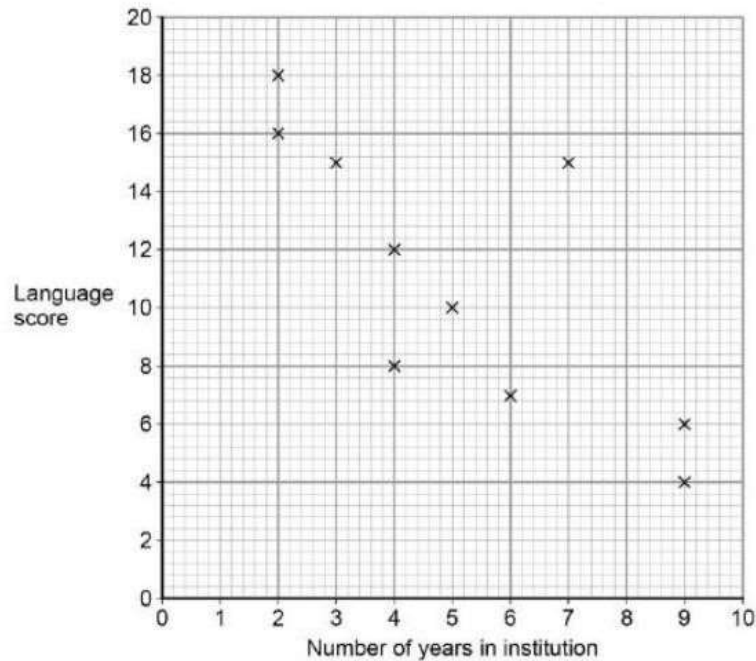
=

(b) In a different study, 150 children were classified as securely attached. Of these, 40% were boys. How many of the 150 children were girls? Show your workings.

4) A psychologist thinks that there may be a link between language ability and institutionalisation (being kept in an orphanage). She tests the language skills of 8year-

old institutionalised children. A high score on the test indicates good language ability and a low score on the test indicates poor language ability. She also records the number of years that each child has been institutionalised. The findings are shown in the figure below.

The relationship between time spent in institution and language score



- Identify the type of graphical display in the figure.  
A Histogram  
B Bar graph  
C Line graph  
D Scattergram
- How many children took part in the study?
- What does the pattern of data in the figure suggest about language ability and institutionalisation?
- Calculate the range for the language scores. Show your workings.





## Bridging Work

## Task 2: Psychological Approaches

As you may or may not be aware, within psychology there are multiple different ways to explain the same behaviour or behaviours, we would like you to research two of these ways. If your surname begins with **A-J** please research A) Psychodynamic approach and Behaviourism, **K-R** B) Humanistic approach and the Cognitive approach or **S-Z** C) Social Learning Theory (SLT) and the Biological approach.

### A) Psychodynamic approach and Behaviourism (Surnames A-J) For

the **psychodynamic approach** we would like you to find:

- The key things they believe cause behaviour (basic assumptions)
- Any key psychologists and research experiments
- Key theories within this approach
- Evaluation points - what is good and/or bad about this approach as a way of trying to explain human behaviour?
- And the significance of:



For **behaviourism** we would like you to find:

- The key things they believe cause behaviour (basic assumptions)
- Any key psychologists and research experiments
- Key theories within this approach
- Evaluation points - what is good and/or bad about this approach as a way of trying to explain human behaviour?
- And the significance of:



Bridging Work

**B) Humanistic approach and the Cognitive approach (Surnames K-R)** For the **humanistic approach** we would like you to find:

- The key things they believe cause behaviour (basic assumptions)
- Any key psychologists and research experiments
- Key theories within this approach
- Evaluation points - what is good and/or bad about this approach as a way of trying to explain human behaviour?
- And the significance of:



For the **cognitive approach** we would like you to find:

- The key things they believe cause behaviour (basic assumptions)
- Any key psychologists and research experiments
- Key theories within this approach
- Evaluation points - what is good and/or bad about this approach as a way of trying to explain human behaviour?
- And the significance of:



**C) Social Learning Theory (SLT) and the Biological approach (Surnames S-Z)**

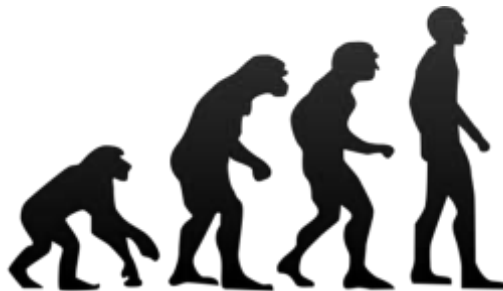
For **Social Learning Theory** we would like you to find:

- The key things they believe cause behaviour (basic assumptions)
- Any key psychologists and research experiments
- Key theories within this approach
- Evaluation points - what is good and/or bad about this approach as a way of trying to explain human behaviour?
- And the significance of:



For the **biological approach** we would like you to find:

- The key things they believe cause behaviour (basic assumptions)
- Any key psychologists and research experiments
- Key theories within this approach
- Evaluation points - what is good and/or bad about this approach as a way of trying to explain human behaviour?
- And the significance of:



Websites you may find useful:

<https://www.simplypsychology.org/> <https://www.tutor2u.net/psychology>

You may present your findings however you wish: a poster, written or typed notes, through the use of pictures and diagrams, videos etc.

You must bring your notes to your first psychology lesson in September ready to share what you have found with the rest of your peers.

Please contact me if you have any questions about the course: Mrs Boarder, Head of Psychology [emilyboarder@hea.ac.uk](mailto:emilyboarder@hea.ac.uk)