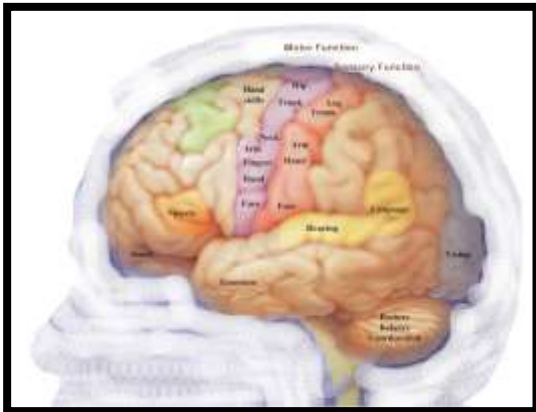


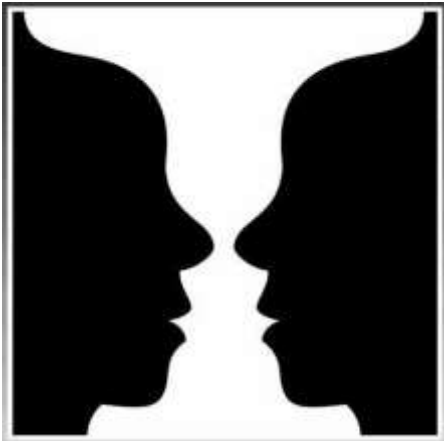


KING EDWARD VI
SCHOOL LICHFIELD

Student induction and exam support: A Level Psychology.



Science of human mind, brain and behaviour.



Do you see a vase or two faces?



Do you see the young or the old woman?

Student name.....

Student group.....

Expectations in the Psychology Department.

Psychology: Learning contract.

The following is what is expected of you to give yourself the best chance of success on this course. All students are asked to agree to and sign the following agreement to highlight their commitment to the A Level Psychology course.

1. Attend all psychology lessons; if you know in advance that you will be absent you should let your teacher know. If you are absent it is **your** responsibility to complete all work missed and find out homework set (and complete it!)
2. **Know your aspirational target grade for psychology and work hard to attain it!**
3. Do not disrupt the learning of others with irrelevant conversations during lessons and study periods.
4. Give your full attention at all times during lessons. Mobile phones, ipods and ear phones must not be visible or turned on and other personal items such as mirrors should not be visible. (These types of items will be confiscated.)
5. If cover work is ever set (this is rarely the case), you must work in your usual lesson time and complete all work set which will be uploaded to SMHW. (Even in the absence of your teacher, only the best is ever good enough!)
6. Commit **4-5 hours a week** to independent psychological study outside of the classroom. Decide when you are going to study psychology and stick to it every week. This means using independent study periods effectively.
7. **Deadlines and deadlines!**
8. You will be expected to respond to all marked work in order to improve using “green pen”, this is to create a dialogue between student and teacher to ensure progress is being made.
9. If you are struggling seek support.
10. If you are underachieving or struggling you will be entered into intervention sessions.
11. Actively participate in lessons e.g., taking full and comprehensive notes, contribute to discussions, presentations.
12. Respect and listen to the opinions, views and points made by others.
13. You are required to bring your own paper, pens and highlighters to lessons. Organisation is vital, keep up to date and fill in gaps.
14. You will be taught in modules (Papers 1, 2 and 3) which form the basis of your examinations.
15. Revise topics as you complete them. You will have regular assessments in class to reflect the fact that this is an **examination-only** subject.
16. Read widely. Psychology is all around you (the internet, wider reading in classrooms, newspapers, documentaries, smart phone apps, books in the library etc)
17. Be positive – hard work makes you a successful student.

We want you to enjoy the Psychology course and remember that what you get out of the course is what you put in!

I agree to abide by the following expectations

Signed

Date

Psychology staff.

- We agree to attend all lessons possible. If we miss a lesson we will *always* set appropriate work on SMHW.
- We will always prepare effective lessons that use a variety of teaching methods.
- We will only set useful independent study activities that will contribute to exam success.
- Work will be marked to have maximum impact on success.
- We will give you regular feedback on how to improve your work and we will read your green comments.
- We will make time to help with study assignments, answer queries, exam preparation and revision.
- There will be support and revision sessions available to help you with exam success.
- All psychology groups will receive high quality resources to support their learning for the three examination papers you will sit in the summer at A level.

Specification at a glance

These qualifications are linear.
You will sit all the A level exams
at the end of the A level course.

A Level Subject content

Social influence
Memory
Attachment
Psychopathology
Approaches in Psychology
Biopsychology
Research methods
Issues and debates in
Psychology
Relationships
Schizophrenia
Forensics

A Level Assessment (7182)

Paper 1: Introductory topics in psychology

Paper 2: Psychology in context

Paper 3: Issues and options

Each paper is a written exam: 2 hours, 96 marks in total, 33.3% of A Level.

Question structure for both papers

Paper 1 (sections A-D): multiple choice, short answer and extended writing, 96 marks

Paper 2 (sections A-C): multiple choice, short answer and extended writing, 96 marks

Paper 3 (sections A-D): multiple choice, short answer and extended writing, 96 marks

A Level subject content

Paper 1:

- A. Social influence
- B. Memory
- C. Attachment
- D. Psychopathology

Mock Examination:

Final A Level Examination:
May/June

A level subject content

Paper 2:

- A. Approaches in Psychology,
- B. Biopsychology
- C. Research methods

Mock Examination:

Final A Level Examination:
May/June

A level subject content

Paper 3:

- A. Issues and debates in Psychology
- B. Relationships
- C. Schizophrenia
- D. Forensics

Mock Examination:

Final A Level Examination:
May/June

Introduction to AS and A level psychology writing skills.

Psychology involves a variety of writing styles. The following pages are designed to develop essential skills.

APFCCs: Aims, Procedures, Findings, Conclusions, Criticisms.

In the AS Psychology exam you are tested on your knowledge and ability to criticise empirical evidence carried out by psychologists, the following structure is useful to support this technique:

Aims	What does the research intend to investigate? Does the research aim to support a particular theory?
Procedures	How was the research carried out? Sample – type, size, and relevant characteristics (e.g., students sample, Western sample) Methodology – Experimental or non – experimental? How was the data collected? How were variables measured? Materials – questionnaire, interviews, observations, test materials etc.
Findings	Explain results – what did the researchers discover? Include any percentages if they are given.
Conclusions	What understandings/ insight does the research yield? What are the implications of the research?
Criticisms	Strengths and weaknesses? (Criticisms can be positive and negative.) Methodology – Generalisability, validity, reliability, causation, strengths and weaknesses of the method, quantitative vs. qualitative approaches. Ethical – Have ethical guidelines been broken and if so can this be justified? Is the research socially sensitive? Theoretical – Physiological vs. Psychological, reductionism, biological/ environmental determinism, descriptive vs. explanatory.

Key skills:

- **A01 Skills test knowledge and understanding.** You will need to know the meanings and definitions of key terms, detailed descriptions of research studies, explanations, theories, comparison (similarities and differences) and criticisms.
- **A02 Skills test ability to apply psychological knowledge.** You will design, implement and report on psychological research. You will apply your knowledge to data and STEMs.
- **A03 Skills test evaluation and analysis.** You will need to use positive and negative criticisms, Assess strengths, weakness, implications and applications of research.
- **Mathematical requirements.** You will require the use of a range of mathematical skills including arithmetic and numerical computation, handling data, algebra and graphs. At least 10% of the marks in assessments for psychology will require mathematical skills. You will be assessed on the following calculations:
 - Mean, median, mode;
 - Range;
 - Percentages;
 - Sign test.

Writing skills.

In the exam (and for independent study assignments) you will have to produce pieces of extended writing. This includes the ability to describe research, apply psychological knowledge and evaluate.

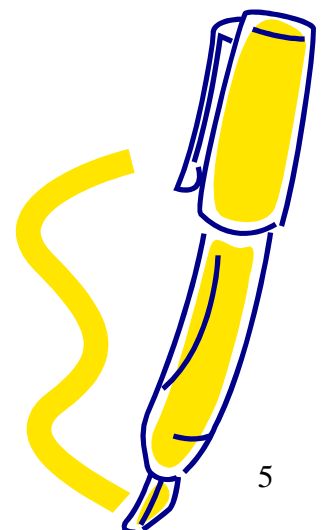
How do I evaluate? This seems to be the main problem for a majority of students when answering questions that require extended writing.

1. Ways of demonstrating evaluation:

- Discuss the positive points (strengths) of a perspective/ theory etc.
- Discuss the negative points (limitations) of a study/ theory/ idea; be critical
- Use other theories to attack a theory
- Use other pieces of research evidence to support a study.
- Use other pieces of research evidence to criticise a study.
- Consider the date of research, scale of research, gender of participants
- Experimenter bias
- Methodology used
- Objectivity? Is it scientific, can it be proved?
- Evidence tends to support one side rather than the other.
- Consider implications, and/ or strengths and weaknesses
- Suggest useful applications

2. Useful phrases when evaluating:

- One consequence would be...
- One advantage of this.../ The research is flawed because...
- An alternative explanation could be...
- There may be cultural variations...
- This has been applied to...
- One problems with this view
- This has implications for.../ This has implications for the economy because
- This arouses fierce criticism from...
- This argument lacks conviction because...
- This suggests.../ This implies
- Not everyone reacts in the same way, for example...
- Overall, the most important factor seems to be...



Generic mark scheme for extended writing.**Marks awarded: A01 = 6 marks; A03 = 10 marks**

Level	Marks	Description
4	16-13	Knowledge accurate and generally well detailed. Evaluation is thorough and effective. (Application to the stem is appropriate and links between research and stem content are explained) . The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.
3	9-12	Knowledge is evident. There are occasional inaccuracies. There is some effective evaluation. (Application to the stem is appropriate although links to research and stem content are not always explained) . Specialist terminology is mostly used appropriately. The answer is mostly clear and organised.
2	5-8	Knowledge is present. Focus is mainly descriptive. Any evaluation is of limited effectiveness. (Application to the stem is partial) . The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately or on occasions.
1	1-4	Knowledge is limited. Evaluation is limited, poorly focused or absent. (Application to the stem is limited or absent) . The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
0	0	No relevant content

How to exceed my target grade:

Grade	
Top: Grade A-B 80%-70%	<ul style="list-style-type: none"> • My outline of research (theories, models and empirical evidence) is accurate and detailed • I use well-elaborated criticisms to evaluate research • I apply my knowledge to the STEM where necessary and link it back to research • I express my ideas clearly • I am able to use a range of specialist vocabulary that I explain to support my work • I support my answer with detailed empirical evidence • I have good quality of written communication (grammar, punctuation and spelling)
Middle: Grade C-D 60-50%	<ul style="list-style-type: none"> • My outline of research (theories, models and empirical evidence) is accurate and reasonably detailed • I criticisms to evaluate research, however these are not always elaborated • I apply my knowledge to the STEM where necessary however I do not always link it back to research • I express my ideas clearly • I express my ideas quite clearly • I am able to use specialist vocabulary to support my work, however these are not always explained • I support my answer with empirical evidence • I have reasonable quality of written communication (grammar, punctuation and spelling)
Bottom: Grade E-U 40-30%	<ul style="list-style-type: none"> • My outline of research (theories, models and empirical evidence) is basic and flawed • My criticisms to evaluate research are just noticeable • I do not always engage with the STEM • My ideas lack clarity • I rarely use specialist vocabulary • My references to empirical evidence are basic and flawed • I have poor quality of written communication (grammar, punctuation and spelling)

Psychology: Essay planning.

Extended questions – 8, 12 and 16 marks requiring descriptive (A01) and evaluative (A03) skills.

Focus for this essay from 'to improve statements'....

Essay title:

Decode essay title:

Key idea:	Research (theory, model, evidence)	Burger Evaluation:
		P: E: I/D: So what?
		P: E: I/D: So what?
		P: E: I/D: So what?

Conclusion:

AFL in the Psychology Department: Targets to improve extended writing skills

For my next written response my two targets to improve...

- I will include more psychological terms and concepts
- I will demonstrate understanding of concepts by putting research into my own words and explain key terms.
- I will make sure I focus my answer around the question that is being asked.
- I will present my writing in a clear and easily readable format.
- When writing an essay I will make sure I have written a clear introduction (explaining what I'm going to write about and discuss) and a clear conclusion (a summary of what I have written and discussed)
- I will elaborate my outline/description of *theory*
- I will elaborate my outline/ description of *empirical evidence*
- I will increase the amount of detail in my answers and also increase the number of points that I make.
- I will write more about evidence from research i.e. mention more experiments and studies. I will avoid the 'shopping list' approach which has no detail and also avoid too much detail for one item.
- I will use empirical evidence to support theory/ models
- I will use empirical evidence to challenge theory/ models
- I will ensure my outline of research is accurate
- I will support the findings from research with quantitative data e.g., percentages
- I will focus on selecting the appropriate information to go into my answer. This involves reading the question slowly and thinking carefully about the content I wish to include.
- I will make sure that my answer is clearly directed at the question rather than a generalised essay on the topic, or a 'prepared' answer.
- I will focus on elaborating coherently on comments or criticisms that I make. By this I simply mean that I need to back my points/ criticism up explaining them clearly and in more detail.
- I will focus on providing more negative criticisms for the theory or piece of research that I am discussing e.g. low ecological validity, confounding variables etc. I will make more points about the faults and flaws of the theory or research that I describe.
- I will focus on providing more positive criticisms (i.e. support) for the research, in terms of, for example, empirical studies, other theories and/or successful applications to everyday situations.
- I will focus on the interpretation of descriptive information. I will attempt to draw more conclusions in my writing. I will try to use sentences which start 'Therefore ...' 'As a result ...' or 'This means that ...'
- I will address the wider implications of research for society e.g., health care, social practices, economic change and a political perspective.
- I will focus on providing more evidence of the big four issues in psychology. I will try to relate more information (i.e. research and theories) to the big four issues... gender bias, culture bias, methodology and ethics. I need to show more of an appreciation of these four issues in relation to all aspects of psychology.

Extended writing usually asks you to 'describe and evaluate' or 'discuss'

- Max of 16 marks at A Level (A01 = 6 marks, A02/A03 = 10 marks) - 20 -25 mins
- Max of 12 marks at A Level (A01 = 6 marks, A02/A03 = 6 marks) - 10-15 mins
- Some extended writing questions may be worth 8 marks at AS and A Level ((A01 = 4 marks, A02/A03 = 4 marks) - 10 mins

Literacy for Examinations: Essay Structure.

POINT: State the explanation and/or point you want to make. This should be clear and simple. Make sure it engages with the question.
EVIDENCE: Back up the point you make with evidence i.e., a study that illustrates this is. Describe the study and say what it shows (when you write "it supports" this becomes an A02 point).
EVALUATION: Sum up your point and evidence. Is the evidence solid (reliable, valid etc). Could there be another explanation for the evidence? Is there research which goes against your evidence or theory (when you write "to challenge" your point becomes A02).
SYNOPTICITY: You must include IDA. It is crucial that you fully explain what your mean and make sure it is contextualised.

Key issues and debates...

- Ways to demonstrate evaluation:**
- Discuss the positive points (strengths) of a perspective/ theory etc.
 - Discuss the negative points (limitations) of a study/ theory/ idea; be critical
 - Use other theories to attack a theory
 - Use other pieces of research evidence to support research.
 - Use other pieces of research evidence to criticise research..
 - Consider the date of research, scale of research, gender of participants, validity, reliability
 - Experimenter bias
 - Methodology used
 - Objectivity? Is it scientific, can it be proved?
 - Evidence tends to support one side rather than the other.
 - Consider implications, and/ or strengths and weaknesses
 - Suggest useful applications

Objectivity vs. Subjectivity	A term that is used to refer to views being based on observable phenomena and not on personal opinion, prejudice or emotion.
Free will vs. Determinism	Determinism is the view that an individual's behaviour is shaped or controlled by internal or external forces. Free will is the alternative end of the spectrum, where an individual is seen as being capable of self – determination.
Reductionism	This involves breaking down a complex phenomenon into simpler components. This process may be desirable because complex phenomena are best understood in terms of a simpler level of explanation; it is powerful and has led to major discoveries.
Nature vs. Nurture	The argument that humans are the product of either genes and biology (nature) or experience and environment (nurture); the contemporary view - the two are entwined.
Gender bias	A tendency in psychological theory and research to ignore the differences between the sexes and sometimes imposing understanding based on the study of one gender alone.
Culture bias	A tendency in psychological theory and research to ignore the differences between cultures and impose understanding based on the study of one culture alone.
Socially sensitive research	This is when some broader ethical issues arise in 'sensitive areas'. Due to the potential for harm to participants (and those groups they represent), these areas are referred to as being 'socially sensitive.'
Speciesism	This is the discrimination of one species to benefit another.
Historical bias	Research (theory, explanation or the findings from empirical evidence) that are outdated.

- Useful phrases when evaluating:**
- This would imply...
 - Research to support this...
 - To challenge this approach
 - One consequence would be...
 - One advantage of this...
 - An alternative explanation could be...
 - Therefore...
 - There may be cultural variation
 - However...
 - This has been applied to
 - One problem with this view
 - This has implications for
 - This arouses fierce criticism from

Exam: Command words

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question

Analyse	Separate information into components and identify their characteristics.
Choose	Select from a range of alternatives.
Comment	Present an informed opinion.
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Consider	Review and respond to given information.
Describe	Give an account of.
Design	Set out how something will be done.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Distinguish	Explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...
Draw	Produce a diagram.
Evaluate	Judge from available evidence.

Explain	Set out purposes or reasons.
Explain how/why	Give an account of a way of doing something/ an account of reasons in a situation.
Identify	Name
Give	Produce an answer from recall or from given information.
Justify	Provide reasons, reasoned argument to support, possibly provide evidence.
Label	Provide appropriate names on a diagram.
Name	Identify using a recognised technical term.
Outline	Set out main characteristics.
Select	Choose or pick out from alternatives.
State	Express in clear terms.
Suggest	Present a possible case/solution.
Which is	Select from alternatives.
What is meant by	Give a definition.
Write	Provide information in exact form.
Calculate	Work out the value of something

Subject specific vocabulary for AS and A Level.

Students of psychology often ask, 'How can I get more marks for my answers, especially the longer ones?' One answer is, 'By using subject-specific vocabulary more effectively.' One characteristic of a 'better' answer is the appropriate use of this kind of vocabulary. Each topic in psychology has words and titles which are not used in other areas of life. You will need to master the use of such terms in at least three ways:

- understand what they mean, when they are used by the teacher or in written material
- recognise situations to which they apply, e.g. in STEM questions
- be able to use them confidently in writing answers.

Agentic state

A term used in the context of obedience to an authority figure. It refers to the way in which an individual may obey an order, perhaps to do something that they see as 'wrong', because the individual hands over the responsibility for the outcome of the action to the authority figure.

Androcentrism

This term refers to a bias in psychological research in which a male perspective is over-emphasised at the expense of a female one.

Aversion therapy

A treatment used to reduce addictive behaviours broadly based on classical conditioning. The addictive behaviour is paired with an unpleasant (aversive) experience such as alcohol with an emetic so that the addictive behaviour becomes associated with discomfort. Covert sensitisation is a therapy designed to create the same associations through imagery, graphic description and mental rehearsal.

Authoritarian personality

This title describes a person who holds rigid beliefs, is intolerant of ambiguity, submissive to authority and hostile to those of lower status or members of an out-group. This may be the outcome of a person experiencing harsh authoritarian parenting as a child. It is used as an explanation for high levels of obedience to authority figures and prejudice against out groups.

Beck's Negative Triad

A model of the cognitive biases which are characteristic features of depression. The triad consists of three elements, pessimistic thought patterns, about the self, the world and the future.

Co-morbidity

This term refers to the situation when a person has two disorders at the same time. For example, schizophrenia can be co-morbid with OCD.

Correlation

This term refers to a method of research in which the researcher investigates a possible association between two variables, called co-variables. Data from such research is displayed on a scattergram. Correlational analysis involves measuring the extent of the relationship between the variables by working out the correlation co-efficient. The process could be used, for example, to investigate the relationship between levels of obesity and the incidence of coronary heart disease. Unlike experiments, correlations do not show a cause and effect relationship between the variables.

Co-variables

These are the variables investigated in a correlation. They are not referred to as the independent and dependent variables because the study is investigating the relationship between them, not trying to show a cause and effect relationship.

Cultural relativism

This term refers to the way in which the function and meaning of a behaviour, value or attitude are relative to a specific cultural setting. Interpretations about the same behaviour may therefore differ between cultures. For example hearing the voice of a deceased relative could be a religious experience or an indication of psychosis.

Demand characteristics

These are features of a piece of research which allow the participants to work out its aim and/or hypotheses. Participants may then change their behaviour and so frustrate the aim of the research. This is more likely in repeated measure designs for experiments. It is also a problem for repeating historical research projects as participants may be familiar with the results of original research.

Diathesis-stress model

This model proposes that people develop psychological disorders when they possess both an inherited or constitutional predispositions (diathesis) and are exposed to stressful events. For example twins may both have inherited a susceptibility to schizophrenia but only one experiences critical life events that trigger the appearance of symptoms of schizophrenias.

Ethological explanations

Ethology is the study of animal behaviour, often a particular type, such as aggression, across different species. Ethologists are interested in the role that the behaviour has in natural selection. Ethological explanations for human behaviour relate it to similar animal behaviour and suggest the evolutionary advantage that it may have for humans.

Interactionist approach

Different approaches to psychology offer different explanations for a particular behaviour. A more complete explanation is gained by considering several factors which may, operating together, have an influence on it. The different approaches may provide explanations at different levels.

Interference

An explanation for forgetting when similar material, eg the vocabulary of two similar languages such as Italian and Spanish, is confused in recall from the LTM. Retroactive interference occurs when newly learned information interferes with the recall of previously learned information. Proactive interference occurs when past memories inhibit an individual's full potential to retain new memories.

Internal working model

This is a cognitive framework we use to understand the world, self and others. The internal working model developed as a result of the early attachments of an infant provides mental representations memories and expectations that influence the development of relationships throughout life.

Introspection

A technique pioneered by Wilhelm Wundt, the 'father of modern psychology' to gain insight into how mental processes work. People were trained to report in detail on their inner experiences when presented with a stimulus such as a problem to solve or something to be memorised.

Locus of control

This refers to the extent to which individuals believe that they can control events in their lives. People with an 'internal' locus of control tend to take personal responsibility for their actions and to feel that they control their own lives. People with an external locus of control tend to feel that their lives and actions are strongly influenced by luck, chance, other people and environmental factors. The term is used in looking at responses to stress and research into social influence.

Mediational processes

These are cognitive processes such as attending, understanding and decision making that occur between a stimulus and a resulting behaviour. A feature of social learning theory.

Meta-analysis

A process in which a large number of studies, which have involved the same research question and methods of research, are reviewed together and the combined data is tested by statistical techniques to assess the effect size. As the data comes from a much larger group of participants the conclusions may be regarded with more confidence.

Monotropic theory

A term used by John Bowlby to suggest that the infants have an inbuilt tendency to make an initial attachment with one attachment figure, usually the mother. He suggested that this tendency has an evolutionary origin.

Operationalisation of variables

Research ideas may begin with terms such as 'memory' or 'locus of control' as variables to manipulate or measure. In operationalisation these variables are expressed in a form that can be measured accurately. For example, 'locus of control' could be measured as the score on a suitable questionnaire, while 'memory' could be measured as 'the number of words recalled'.

Quasi experiment

In an experiment, usually with a high degree of control of extraneous variables, a researcher manipulates an independent variable to find out its effect on a dependent one. In a quasi-experiment, the researcher is unable to freely manipulate the independent variable or randomly allocate the participants to the two conditions. An example would be a study with gender or age as the independent variable.

Retrieval Failure

An explanation for forgetting when material is stored in the LTM but cannot be consciously recalled as a result of a lack of retrieval cues to 'jog the memory'.

Synaptic transmission

The process by which nerve impulses are carried across the small gap, the synapse, between one neuron and another. The nerve impulse is an electrical signal which is carried by chemicals called neurotransmitters.

Systematic desensitisation

A behavioural therapy for treating anxiety disorders, eg a phobia of dogs, in which the sufferer learns relaxation techniques and then faces a progressive hierarchy of exposure to the objects and situations that cause anxiety.

Vicarious reinforcement

This term refers to an aspect of social learning theory. A reinforcement, such as reward, makes a behaviour more likely to happen again. When it is vicarious, the person learns by observing the consequences of another person's behaviour, eg a younger sister observing an older sister being rewarded for a particular behaviour is more likely to repeat that behaviour herself.

The following is a list of just some of the resources that will be useful to you:

Websites/searches providing links with or covering several areas of the specification.

www.aqa.org.uk – This is the exam board for psychology and the website has a wealth of information including specifications and past exam papers.

<http://www.thepsychologist.org.uk> - A monthly publication of The British Psychological Society, has back issues freely available on its archive.

www.bps.org.uk - The British Psychological Society – this is the scientific society and professional body for psychologists in the UK, incorporated by Royal Charter.

BPS research digest - You can subscribe to receive this fortnightly email (free of charge) and each brief article is linked to A Level. This is definitely worth subscribing to.

www.bps.org.uk/membership/gardes/gardeshome.cfm - Students studying A Level can become student members of the BPS for about £20 per year if they are not paying income tax. A school stamp is needed on the application form.

www.bps.org.uk/careers/careershome.cfm - The site provides career advice for those wanting to become professional psychologists

American Psychological Association - Psych talks – videos and 'This is Psychology' clips that are useful to introduce.

BBC - [The brain in a secret history. Human body and mind](#) – a range of resources including tests and diagrams

Radio 4 [All in the mind](#)

Useful apps

Psychology Terms

This is a free app and does exactly what it says on the tin – a dictionary of psychology.

Popplet lite

Popplet is an easy to use mind-mapping app. It is useful for revision or group work.

Show me

This is essentially an interactive whiteboard. It can be used by students to record written notes as well as a voice over. It is useful to consolidate learning and to make revision notes.

3D Brain

This is a free app, allowing the user to zoom in on particular brain structures and to find out the processes it is involved in.

TED-Ed

This app offers videos and customisable questions. Ones particularly useful to psychology are: Why people believe weird things; Phil Zimbardo: The psychology of evil; Susan Savage-Rumbaugh: The gentle genius of Bonobos and Keith Barry: Brain Magic. (The videos can be downloaded so it is possible to watch them offline.)

iTUNES U

This offers course content from a number of universities. Some offer audio-downloads, while others offer videos of the lectures.



Complete the following task as an induction homework to A Level psychology.

Task one: What is Psychology?

Carry out some independent research. Answer the following questions as a result of your independent research.

- 1.) What is psychology? (Refer to the origins of psychology including Wundt and introspection).
- 2.) What is meant by empirical evidence and how is it used in psychology?
- 3.) Draw, name and label the four lobes in the human brain.
- 4.) Give an example of how the human brain influences behaviour.
- 5.) Give an example of a career in psychology and briefly explain what this job entails.
- 6.) How would biological psychologists explain abnormal behaviour such as schizophrenia? Provide an example.
- 7.) According to the psychodynamic approach (Freud) – why do we dream?
- 8.) How would a behaviourist psychologist explain the development of a phobia?
- 9.) Draw and label Maslow's hierarchy of needs.
- 10.) What is cognitive neuroscience? Describe one neuroimaging technique and how might it be used to investigate human behaviour?

