



Longley Park

SIXTH FORM

LONGLEY PARK SIXTH FORM TRANSITION PACK

PSYCHOLOGY

Welcome to Psychology

Meet the team



Louise Gadsby-Walsh Teacher
(Psychology)



Nicola Warman - Teacher (Psychology)

What will I study?

Psychology is the scientific study of mind and behaviour, attempting to explain why people behave in the ways they do. You will discover and analyse what psychologists have found out about key issues such as the structure of memory, understanding social influence and the cause of mental illness. You will study major perspectives in the areas of biological and cognitive, behavioural psychology as well as research methods, data handling and statistics. You will also study gender development and forensic psychology.

What can I go on to do?

Psychology is one of the fastest growing subjects in Higher Education. A Level / L3 Psychology is not a requirement for a degree but will give you a useful insight into the subject. Psychology graduates are highly sought after due to their unique mix of skills in literacy, numeracy and science. Psychology is also beneficial for work in marketing, education, nursing, advertising, social work, HR and Public Services.

What can I do to prepare?

Psychology is a very broad subject. You may want to find out which areas interest you most. To make a start, you can find some ideas here:

<https://www.topuniversities.com/courses/psychology/8-books-read-if-youre-psychology-student>

You may want to understand how scientists research, and that you know some of the key terms they use. You can find more information here:

<https://www.tutor2u.net/psychology/reference/research-methods-key-term-glossary>

Psychology: Year 11 into Year 12 Bridging Programme

At Longley Park Sixth Form we teach the AQA A Level Psychology Specification, which contains the following units:

<u>Paper 1</u>	<u>Paper 2</u>	<u>Paper 3</u>
Social Influence (Y12)	Biopsychology (Y12 + Y13)	Issues and Debates (Y13)
Memory (Y12)	Approaches in Psychology (Y12)	Schizophrenia (Y13)
Attachment (Y12)	Research Methods (Y12 + Y13)	Gender (Y13)
Psychopathology (Y12)		Forensic Psychology (Y13)

We also teach the BTEC Applied Psychology Specification, which contains the following units:

Year 1	Unit 1 (external/exam)	Psychological Approaches and Applications
	Unit 2 (Internal/coursework)	Conducting Psychological Research
Year 2	Unit 3 (external/exam)	Health Psychology
	Unit 4 (Internal/coursework)	Criminal and Forensic Psychology

This programme is designed to give you a basic understanding of psychology and prepare you for studying some of these units at BTEC or A level. You should try to complete each section of the programme to ensure you are prepared for your studies to start in September. We advise that you complete **one task per week**, and you should arrive with these tasks in your first psychology lesson, where possible.

We have included suggested websites and video links where possible, as well as things to watch on Netflix for those who can access this.

Please make sure that any work you complete is presented in a suitable format. You can choose to hand write or word process, or you are welcome to create google documents which you can share with the Psychology team.

If you are unsure about anything and would like to contact us, please feel free to email using the details below.

Louise Gadsby-Walsh - lgadsbywalsh@brigantitrust.net
Nicola Warman - nwarman@brigantitrust.net

Useful websites in general:

<https://www.simplypsychology.org/a-level-psychology.html>

<https://www.senecalearning.com/blog/a-level-psychology-revision/>

<https://www.tutor2u.net/psychology/topics>

<https://www.youtube.com/channel/UCgglPOTshm8EM8CCWkCy9Pg>

https://www.youtube.com/channel/UCe83jLdZ3PuqVwAHe6B3U2A/playlists?view=50&sort=dd&shelf_id=3

<https://www.youtube.com/user/graveneypsychology/videos>

<https://www.youtube.com/playlist?list=PL8dPuualjXtOPRkzVLY0jY-uHOH9KVU6>

Week	Topic	Task Set	Complete? Questions?
1	What is 'Psychology'?	<p>What does 'psychology' mean to you? Why have you chosen to study it?</p> <ol style="list-style-type: none"> 1. Research what psychology is and write a paragraph to explain what you have found. https://www.youtube.com/watch?v=vo4pMVb0R6M 2. Go to the British Psychological Society website: https://www.bps.org.uk/public/become-psychologist Have a look at different career pathways in psychology, and make a note of any you are particularly interested in and why 	
2	Development of Psychology Over Time	<p>Psychology hasn't always been the same, it has developed over time, due to new findings and in an attempt to become more scientific.</p> <p>The timeline provided shows the main approaches that we study in psychology.</p> <p>For each of the approaches listed in the table provided, conduct your own research and use it to complete the information on:</p> <ul style="list-style-type: none"> ● Key psychologists - who are the important people? ● Assumptions of the approach (What does it think causes behaviour? This may be different for each approach you look at) ● How it is different to approaches that came before it ● What do you think are the approach's strengths/weaknesses 	
3	Research Methods	<ol style="list-style-type: none"> 1. Using the table provided, find the definitions for these key terms: <ul style="list-style-type: none"> ● Aim ● Hypothesis ● Directional hypothesis ● Non-directional hypothesis 	

		<ul style="list-style-type: none"> ● Sample ● Independent variable ● Dependent variable ● Experimental design ● Lab experiment ● Field experiment ● Case study ● Correlation ● Quantitative data ● Qualitative data ● Primary data ● Secondary data ● Validity ● Reliability <p>(You may find this website useful: https://www.tutor2u.net/psychology/topics)</p> <ol style="list-style-type: none"> 2. Research what is meant by a directional and non-directional hypothesis (also known as one or two tailed). Look at examples and then try to Identify whether the hypotheses are directional or non-directional in the table given. 3. Try to write your own hypotheses using the wording of the examples to help. 	
4	Research Methods	<p>You will need to use your notes and ideas from last week, and may want to do some additional research on the key terms given using these websites: https://www.simplypsychology.org/a-level-psychology.html https://www.senecalearning.com/blog/a-level-psychology-revision/ https://www.tutor2u.net/psychology/topics</p> <ol style="list-style-type: none"> 1. Consider what the strengths/weaknesses of quantitative data / qualitative data might be. 2. Consider what the strengths/weaknesses of primary data / secondary data might be. <p>Hint: The strengths of one could be the weaknesses of the other and vice-versa.</p> <p>There is an element of maths to psychology (10% of the course) as we need to be able to work with data.</p> <ol style="list-style-type: none"> 4. Calculate the mode, median and mean (measures of central tendency) of the data sets provided. 5. Interpret what the means of these data tell us. 6. Display this information in a bar chart. 	

		https://www.tutor2u.net/psychology/reference/measures-of-central-tendency		
5	Applying Research Methods	<p>Netflix Option If you have Netflix, find the ‘100 Humans’ series – it involves lots of different experiments researching human behaviour so is really relevant to psychology!</p> <p>Choose one of the episodes that sounds most interesting to you.</p> <p>Based on that episode, choose one of the experimenters that the researchers conduct and complete the table provided To ‘outline’ and ‘evaluate’ the study using the guidance provided.</p>	<p>Non-Netflix Option Search for psychological experiments on the internet and find a piece of research that you find interesting (If you’re unsure then use the links given below)</p> <p>Based on this research complete the table provided to ‘outline’ and ‘evaluate’ the study using the guidance provided.</p> <p> https://online.king.edu/news/psychology-experiments/ https://www.onlinepsychologydegree.info/influential-psychological-experiments/ https://www.online-psychology-degrees.org/10-bizarre-psychology-experiments/ </p>	
6	Kitty Genovese & Research Methods	<p>We would like you to have a look at the case of Kitty Genovese. Please watch the clip below: https://www.youtube.com/watch?v=BdpdUbW8vbw Then watch these other videos on the Bystander Effect: https://www.youtube.com/watch?v=OSsPfbup0ac https://www.youtube.com/watch?v=Wy6eUTLzcU4 https://www.youtube.com/watch?v=Rv22TMtNNkl</p> <p>Using the table provided, plan your own experiment into the Bystander Effect.</p> <p>Then, attempt to evaluate your own work using the guidance in the table. If you’re struggling, you could ask someone else at home to look at what you have done and ask them to help you to evaluate your plan.</p>		
7	Case Studies	<p>A case study is an in-depth study of an individual or a small group of people with a particular set of circumstances. We use case studies to gather information about something that we wouldn’t ethically be able to research otherwise.</p>		

		<p>For example, we can conduct a case study on someone with memory loss, but we couldn't cause someone to have memory loss just so that we could research it.</p> <p>Research a famous psychological case study and complete the table provided:</p> <ul style="list-style-type: none"> ● Make notes on the case ● Anything else you would like to know about the case? ● What would you do to research this further? ● What is good and bad about using case studies? <p>https://digest.bps.org.uk/2015/11/27/psychologys-10-greatest-case-studies-digested/ https://www.simplypsychology.org/case-study.html https://bigthink.com/bps-research-digest/psychologys-10-greatest-case-studies-nil-digested</p> <p>There are also good videos on YouTube for many of these case studies once you have chosen which one you would like to research in detail.</p>	
8	Note Taking	<p>One important skill is the ability to take notes quickly – psychology lessons involve a lot of applying knowledge to different scenarios, and being able to critically evaluate information, which means there is very little time for you to spend copying down lots of information.</p> <p>You will often be provided with key information that you will need for the lesson to save 'note taking time', and make sure that we can dedicate our time to other important skills. There will undoubtedly be occasions where you need to make your own notes based on class discussions etc. It is very important, therefore, that you practise your note taking skills.</p> <p>One method you could practice is the Cornell method: https://www.youtube.com/watch?reload=9&v=ErSjc1PEGKE https://www.youtube.com/watch?v=WtW9IyE04OQ</p> <p>Now, using the Cornell method, watch the following video from Crash Course Psychology (perfect, as the presenter speaks really fast!) and try to make notes as you watch. https://www.youtube.com/watch?v=bSycdIx-C48&list=PL8dPuuaLjXtOPRkzVLY0jJY-uHOH9KVU6&t=0s</p> <p>Practice this with other videos that you think sound interesting – the more, the better!</p>	

		If you don't like Cornell note taking, take a look at other techniques that you could use. https://www.educationcorner.com/note-taking.html	
--	--	---	--

Supporting Resources

Week 2 – Development of Psychology Over Time



Approach	Key psychologists	Assumptions of the approach	How it is different to approaches that preceded it	Strengths of the approach?	Weaknesses of the approach?
Psychodynamic					
Behaviourist					
Humanistic					
Cognitive					
Biological					

Week 3 and 4 – Research Methods

<u>Key Term</u>	<u>Definition</u>
Aim	
Hypothesis	
Directional Hypothesis	
Non-Directional Hypothesis	
Sample	
Independent Variable	
Dependent Variable	
Experimental Design	
Lab Experiment	
Field Experiment	
Case Study	

Correlation	
Quantitative Data	
Qualitative Data	
Primary Data	
Secondary Data	
Validity	
Reliability	

Hypotheses
 For each hypothesis, identify whether it is one-tailed (suggests which way the results will go) or two-tailed (does not suggest which way the results will go)

There will be a difference in the quality of work (percentage of correct answers) provided by students who have had 4 hours of sleep compared to students who have had 8 hours of sleep.	
Male football fans are more likely to become involved in anti-social behaviour (football hooliganism) than female football fans	
In a memory test, there will be a difference in the number of words recalled in a minute by children under 18 and adults aged 18+	
On a standardised test, 6-year old English children are likely to score higher on a test of reading ability than 6-year old American children	

Own Examples

One-Tailed	
Two-Tailed	

WEEK 4: Quantitative Data

Strengths	Weaknesses

Qualitative Data

Strengths	Weaknesses

Primary Data

Strengths	Weaknesses

Secondary Data

Strengths	Weaknesses

Measures of Central Tendency

Here are the results of a memory test for males and females. The memory test was out of 20.
Males: 17 , 14 , 15 , 11 , 14 , 12 , 16
Females: 10 , 11 , 10 , 13 , 12 , 14 , 15

<u>Males</u>		<u>Females</u>	
Mode		Mode	
Median		Median	
Mean		Mean	

What do these means tell us?	
------------------------------	--

Week 5 – Applying Research Methods

<p><u>Experiment</u></p>	
<p><u>Aim</u> What were the researchers wanting to find out?</p>	
<p><u>Procedure</u> What did the researchers do? (Try to include as much detail as possible)</p>	
<p><u>Findings</u> What did they find – just the numbers! Eg. How many participants (out of 100)</p>	
<p><u>Conclusions</u> What conclusions did the researchers draw based on their results?</p>	
<p>For the last 3 questions, think about:</p> <ul style="list-style-type: none"> ● Generalisability – Who took part in the research? Was this sample representative of different age groups/cultures/ethnicities? Would the findings be applicable to the whole population? ● Reliability – Was their experiment consistent? Would other people be able to replicate the experiment easily to try to find similar results? Did they follow a set procedure that all participants did in the same way? ● Applications to real life – Does this research tell us anything interesting that could be applied to everyday life? ● Validity – Were the findings accurate? Could anything else have caused the results other than what the experimenters were setting out to research? Was the setting for the experiment ‘normal’ or ‘artificial’? Could the findings be different if it was done in a more ‘real life’ setting? Was the task ‘normal’ or ‘artificial’? Could the findings be different if the task that participants were asked to do was more true to ‘real life’? ● Ethics – Did participants agree to take part in the research? Did they know everything that was going to happen in the research or were they deceived about something? Was this ‘deception’ necessary for the experiment? Were the participants protected from harm (physically AND 	

psychologically) throughout the experiment? Did the researchers talk through the experiment with the participants afterwards?	
What do you think was good about the research conducted?	
Do you think anything else could have caused the results other than what the researchers were testing?	
How would you research this differently if you were to do it yourself?	

Week 6 – Kitty Genovese

What is the Bystander Effect?	
<u>Own Research Plan</u>	
<u>Aim</u> What are you hoping to find out?	
<u>Hypothesis</u> What do you expect to happen?	
<u>Procedure</u> What are you going to do ? This should be step-by-step and in as much detail as possible – remember, someone else should be able to read your procedure and be able to replicate what you have done	
<u>Self-Reflection</u> For the last 3 questions, think about: <ul style="list-style-type: none"> ● Generalisability – Who will take part in your research? Would this sample be representative of different age groups/cultures/ethnicities? Would the findings be applicable to the whole population? 	

<ul style="list-style-type: none"> ● Reliability – Would your experiment be consistent? Would other people be able to replicate your experiment easily to try to find similar results? Do you have a set procedure to follow? ● Applications to real life – Would this research tell us anything interesting that could be applied to everyday life? ● Validity – Would your findings be accurate? Could anything else be able to cause the results other than what you are setting out to research? Would the setting for the experiment be ‘normal’ or ‘artificial’? Could the findings be different if it was done in a more ‘real life’ setting? Would the task be ‘normal’ or ‘artificial’? Could the findings be different if the task that participants were asked to do was more true to ‘real life’? ● <u>E</u>thics – Would your participants agree to take part in the research? Would they know everything that was going to happen in the research or would they be deceived about something? Would this ‘deception’ be necessary for the experiment? Would the participants be protected from harm (physically AND psychologically) throughout the experiment? Would you talk through the experiment with the participants afterwards? 	
What do you think is good about the research you have planned?	
Do you think anything else might cause the results other than what you are planning to test?	
How would you research this differently if you were to do it again?	

Week 7 – Case Studies

Case study		
Notes on the case		
Anything else you would like to know about the case		
What you would do to research this further		
	Strengths of case studies	Weaknesses of case studies