

# A Level Psychology

## Bridging Booklet



Hello and welcome to A level psychology, unlike many of your other subjects psychology will be completely new to you and you may have a number of misconceptions about it, this booklet aims to give you an introduction that will let you see the kind of things that psychologists study and some of the techniques that they use.

### Contents

**Part one – What is psychology?**

**Part two – Starting with psychology.**

**Part three – Maths in psychology.**

# Part One

## What is Psychology?

*“Psychology is the scientific study of the human mind and behaviour.”*

This really means we are trying to understand what it is that causes us to behave the ways we do; Why are some people introverted and some extroverted? Why do we conform and obey? Why do some people become killers? It's a sensitive subject, but the focus is always on: why are humans the way they are?

Watch this short video to start you off: <https://www.youtube.com/watch?v=1Os1C000qxY>

Your first task is to help you gather an understanding of what Psychology is really all about. Use the internet to research and understand what the following key terms mean and create a short definition for each in your own words.



Term	Explanation
Armchair psychology	
Experiment	
Observation	
Self-report	
Correlation	
Ethical issues	
Biological psychology	
Behaviourist psychology	
Psychodynamic psychology	
Humanistic psychology	
Cognitive psychology	
Social psychology	
Social learning theory	
Obedience	
Conformity	
Phobia	
Depression	
OCD	
Schizophrenia	
Validity	
Reliability	
Nature-Nurture debate	
Free Will – Determinism debate	

# Part Two

## Starting with psychology

### How to complete part two of this booklet:

1. This booklet is designed to run along side the Open University's free course 'Starting with psychology'  
You will need to **log onto the OU website and create an account** then **enrol on the 'starting with psychology course'** when you have completed the course you can print off a free certificate of participation from the OU, please attach that to this booklet when you are finished.
2. The course has a number of activities to complete as you work through it. Record your responses/notes in the places provided in this booklet. I have set additional questions for you to answer as you progress. I hope you enjoy it, I did.

**Follow this link** to the Open University website <https://www.open.edu/openlearn/>

Click 'free courses' from the bar across the top of the screen.

Scroll down and search 'starting with psychology' in the search bar.

under the blue heading 'health, sport and psychology', third from the bottom select 'starting with psychology'.

Then click 'create account/sign in'

Create an account and submit

Then click 'sign in to return to the page you were on'.

Sign in

Click 'enrol now' and begin the course.

*Note: Any issues finding the course please email [abradbury@stmca.org.uk](mailto:abradbury@stmca.org.uk)*

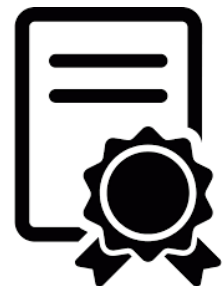
3. You can print off this booklet, or complete electronically.
4. At the end of each section create a key word list, there is a sheet at the end of the section for you to fill in as you go along.
5. **At the end you will be given a certificate of participation that you can save and bring in September.**

Free course

**Starting with psychology**



Free statement  
of participation  
on completion



Sections to complete	Completed	Films to watch books to read, Netflix etc.
Section 1 Studying people		
Section 2 A brain of two halves 2.1 Introduction 2.2 The story of split brain patients.		
Section 3 IT'S THE THOUGHT THAT COUNTS 3.1 Organisation and improved recall 3.2 Using mental images		<u>Sherlock- BBC IPlayer</u> <u>Memento- film</u> <u>50 first dates</u>
3.3 Forming concepts 3.4 Schemas		
Section 4 ADULT & INTIMATE RELATIONSHIPS 4.1 Introduction. 4.2 Attraction 4.6 Staying together or falling apart		<u>Aytpical -netfix</u> <u>When Harry Met Sally -film</u>
Section 5: Group pressure 5.1 Introduction.		<u>12 angry men -film</u>
5.2 In-groups & out-groups		<u>Lord of the flies by W. Golding- book</u>
5.3 Groups and conformity		<u>Mean girls- film</u> <u>Legally blonde- film</u>
Section 6: What makes us who we are 6.1 introduction 6.2 Multiple influences		<u>Eleanor Oliphant is completely fine by Gail</u> <u>Honeyman -book</u> <u>The perks of being a wall flower -book &amp; film</u> <u>The Truman show – film</u>
6.3 The Zidane head-but 6.4 Zidane's background		
Key term list compilation		



## Section 1: Studying people.

Q1. How does the British psychological society define psychology?

.....

.....

### Activity 1: boys' toys and girls' toys

List your ideas here	Reveal discussion, what ideas had you missed? List them here.

## Section 2: A brain of two halves

### 2.1 Introduction

Draw & label a diagram of a brain like the one shown.

Write down 5 things you have learnt about the brain from the reading.

Watch this split-brain research <https://www.youtube.com/watch?v=BEduG0wAgd4>

### Questions.

#### 1. What is meant by a split-brain operation?

.....

.....

#### 2. Why is a split-brain operation carried out?

.....

.....

### Roger Sperry (1968)

3. Explain what happened in Sperry's study when a split-brain patient was blindfolded and given object to feel with their left hand.

.....

.....

4. Can you explain why this happened? (if you can't don't worry, Sperry's work is very difficult to follow)

.....

.....

Watch this to see the experiment

<https://www.youtube.com/watch?v=aCv4K5aStdU>

#### Useful info-

When you see something like 'Sperry (1968)' The name is the name of the psychologist that did the study, the date refers to when it was published in a scientific Journal. Research has to be checked by other scientists- a process called peer review and then it can be published. If you see a name followed by 'et al' it means and others, those researchers who also carried out the study, that's why its important to get your name as lead author.

Watch this clip of the Big bang theory  
<https://www.youtube.com/watch?v=Cb0t-347OIE>

### Activity 2a & 2b

Did you get the answers right?

If not don't be put off, these are very difficult studies to follow.

*Question; how are split brain patients able to operate normally in real life, outside of the experiment?*

## Section 3 IT'S THE THOUGHT THAT COUNTS

### 3.1 organisation and improved recall

*Q1 what do cognitive psychologists' study?*

.....

.....

### 3.2 Using mental images

*1.How do adults think?*

.....

.....

*2.How can memory be improved?*

.....

.....

*3.Describe Raugh & Atkinson (1975) study*

.....

.....

.....

.....

.....

.....

.....

*4.Explain what an independent variable is in an experiment*

.....

.....

*5.Explain what a dependent variable is in an experiment*

.....

.....

*6. What else do you need to do to make a good experiment?*

.....

.....

#### ACTIVITY 3- identifying variables

Write down your answers here

The independent variable .....

The dependent variable .....

A variable that should be controlled .....

If you got it right give yourself a treat, if you got it wrong, make your corrections and then give yourself a treat.



#### Activity 4: Method of LOCI

How many shopping list items do you recall after an hour. You can fill the gap by watching this programme [https://www.ted.com/talks/joshua\\_foer\\_feats\\_of\\_memory\\_anyone\\_can\\_do#t-11014](https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do#t-11014)

Shopping list recall list:

### 3.3 FORMING CONCEPTS

1.What is concept formation?

.....

.....

2.Give an example

.....

.....

#### Activity 5; Defining a simple concept

*Write down the defining features of a table*

3.What is meant by the phrase fuzzy concept?

.....

.....

#### 4. Describe how children overgeneralise when they're learning concepts?

.....

.....

#### Activity 6; a memory test.

Write down the words you can recall here.

Reveal discussion- words you recalled with the extra cues

#### 5. In experiments of this kind most participants recall more after they have been given a cue, what does this show us about our memories ?

.....

.....

#### Describe Mandler's (1967) experiments- you can use words or a diagram

#### Activity 7: Identifying variables again

Identify the IV and the DV in the Mandler experiment

Independent variable (IV)

Dependent variable (DV)

1. What are schemas?

.....

.....

2. Give an example of a schema

.....

.....

3. Briefly describe Bransford & Johnson's (1972) experiment to test schema theory. (you don't need to write out the passage they gave Participants)

.....

.....

.....

.....

4. Identify the independent variable and the dependent variable in Bransford and Johnson's study

IV=.....

DV=.....

## Section 4 ADULT & INTIMATE RELATIONSHIPS

### 4.1 Introduction.

1. Who has most relationship research focussed on?

.....

.....

2. Contrary to popular belief how are most marriages across the world entered into?

.....

.....

3. What did Buss' research find about the reasons for getting married in different countries, give two examples

.....

.....

.....

.....

4. Most research has focused on heterosexual relationships, what have researchers found regarding hetero and homo sexual relationships?

.....

.....

## 4.2 Attraction

1. What are the three most important influences in finding another person attractive?

- ♥ .....
- ♥ .....
- ♥ .....

### a. Proximity & Familiarity

1. What is meant by the term 'proximity'?

.....

.....

2. What is meant by the term 'familiarity'?

.....

.....

3. What did Zajonc (1968) mean by the 'mere exposure effect'?

.....

.....

### b. Similarity

1. What are the most important similarities when forming a relationship?

.....

.....

2. Why does Duck (1992) say that these are the most important similarities

.....

.....

### c. Physical appearance

1. What physical attributes are considered attractive in:

females

males

Both sexes

2. Which is the celebrity you find most attractive?..... Do they fit the pattern identified above?



I love Richard Osman, he presents the quiz 'pointless' he doesn't fit the traits above, so what's going on?



3.What does Cameron et al (1997) find in her research regarding how males and females describe themselves?

.....

.....

Do you know what ‘personal adverts as mentioned in Cameron’s study are? Well in ye olden days before Tinder and the like if you were looking for romance you would put an advert in the personal column of a local paper

**Evolutionary psychologists look at how humans have evolved to explain current behaviour.**

4.What does Darwin’s theory of evolution & natural selection state?

.....

.....

5.Based on evolution which type of physical characteristics are the most attractive?

.....

.....

6.In Swami & Furnham’s (2006) study (at last a study from this century!) what is the characteristic of females that is found to be attractive across many cultures?

.....

.....

7.How does preferred body weight of females differ between cultures?

.....

.....

8.What is the matching hypothesis?

.....

.....

9. What is your schema for an attractive person? Fill in the characteristics YOU prize in the box below, don’t worry about being shallow, I’m not judging you.

1.What are Sternberg’s three components of love?

♥ .....

♥ .....

♥ .....

## Activity 8: Your Relationships

Notes here

**Reveal discussion to find the key to successful relationships.**

**2. How did Gottman (1999) collect his data?**

.....  
.....

**3. What characteristics did successful couples have?**

.....  
.....

## Section 5: Group pressure

5.1 introduction.

*1. What was 'heaven's Gate' & what did they do?*

.....  
.....

Watch this -Cults explained [https://www.youtube.com/watch?v=6NWIfiV1\\_XQ](https://www.youtube.com/watch?v=6NWIfiV1_XQ)

You could also watch 'Mean girls' and 'West side story' go ahead, its official studying!

5.2 In-groups & out-groups

*1. What is meant by an 'in-group'?*

.....

*2. What is meant by an outgroup?*

.....

## Activity 9: Us and them

Examples of us & them thinking in article

Any Extra examples from the 'reveal discussion'

### 3. Describe the robbers cave study

Get more details here <https://www.simplypsychology.org/robbers-cave.html>

### 4. What did Tajfel et al (1971) show in his minimal groups study?

### 5. How are his findings different to Sheriff's in the robber's Cave study?

### 6. Wetherell (1982) compared North American/British children to Pacific Island & Maori children using the minimal groups test. What did she find?

### 7. Tajfel & Turner developed SOCIAL IDENTITY THEORY (1979) they proposed 3 stages name each a draw them in the boxes below. Draw them! Mean trick I know, but a different format will make you recall them better, but you know that from section 3, right!

1.

2.

3.

## 8. How does SIT (social identity theory) explain racist attacks?

.....

.....

## 9. What is a stereotype?

.....

.....

## 10. Stereotypes and over generalisations help us understand the world, when do they become dangerous?

.....

.....

Watch this :The fake link between race and IQ, this is brilliant! <https://www.youtube.com/watch?v=m5aOnGdWr78>

## 5.3 Groups and conformity

### Activity 10: group pressure

Jot down here times you can think of when you have conformed.

1. Activity 11 asks you to imagine what you would do in Asch's experiment. Follow this link to see the study explained and footage from the study. <https://www.youtube.com/watch?v=NyDDyT1lDhA>

The clip is introduced by psychologist Philip Zimbardo, responsible for the infamous Stamford prison study, a study so famous they have made at least two films about it. Both are R rated so check with a parent or guardian before you watch, even better watch together and discuss the themes. Remember they are for entertainment so do not provide an accurate representation of the study.

IMDB 'The Stanford prison experiment' <https://www.imdb.com/title/tt0420293/>

IMDB 'The experiment' (2010) [https://www.imdb.com/title/tt0997152/?ref=tt\\_sims\\_tt](https://www.imdb.com/title/tt0997152/?ref=tt_sims_tt)

2. Draw a bar chart of Asch's result- label it correctly.



3. Identify the 3 variations in procedure that Asch tried AND explain how they affected conformity levels.

.....

.....

.....

.....

.....

.....

4. What factors have some psychologists suggested led to high levels of conformity in the Asch study?

.....

.....

**Bond & Smith (1996) found that collectivist cultures were more conformist than individualistic cultures.**

5. What is a collectivist culture? give an example

.....

.....

6. What is an Individualistic culture? Give an example.

.....

.....

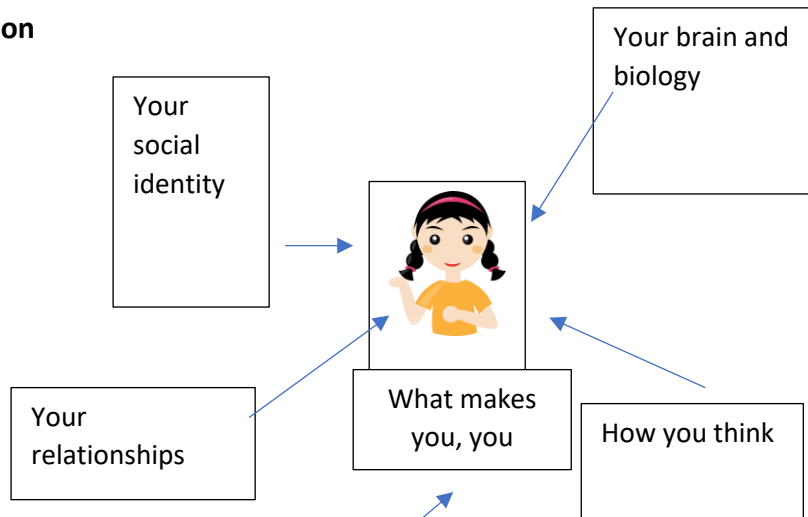
7. Why is conformity a good thing?

.....

.....

## Section 6: What makes us who we are?

### 6.1 introduction



*1. These are just the ones that you have covered in this course, what else do you think contribute to what makes you, You. Add them to the picture.*

You could think about Harry Potter and Voldemort, both orphans, raised without love, actually, Voldemort gets a better start than Harry, no one is actually horrible to him! One becomes the evil Dark Lord and one the boy who saves the wizarding world, why!

I love the boy wizard, so any extra Potter based discussion on this topic here will get extra marks



### 6.2 Multiple influences

*1. Give some examples of (within) internal influences on an individual's behaviour.*

.....

.....

*2. Give some examples of factors of (outside) External influences on behaviour*

.....

.....

## 6.3 The Zidane head-butt

### Activity 11: the incident

Read the description and make notes on what you think may have happened. Zidane head-butt on you tube  
<https://www.youtube.com/watch?v=zAjWi663kXc>

Psychologists must be careful to distinguish between what they observe, and what they infer.

*1. What did you observe in the you tube clip of Zidane and what did you infer*

observations

inferences

## 6.4 Zidane's background

### Activity 12 Why did he do it?

Jot down all the different explanations **you** can think of as to WHY Zidane head-butted the other footballer man.

What explanations do the public come up with for Zidane's behaviour?

### Activity 13: explanations from three psychologists.

**Summarise their explanations below**

Biological	Cognitive	Social

**Finally,**

**Write a paragraph explaining how the three approaches interact to explain Zidane's behaviour.**

[illegible]

**Almost done you now need a list of key terms from each section!**

Section 1 studying people	
Key term	Definition

Section 2	

Section 3	

Section 4	

Section 5	

Section 6	

Any extras you want to include	

## Part Three

# Maths in Psychology



In Psychology about 10% of the marks available are maths skills – in terms of overall marks this equates to about a grade. The Maths skills are an equivalent level to that of Higher GCSE Maths/Stats– this booklet is to help you become more familiar with some of the mathematical content that you will need to know for the course.

Once completed you can email Mrs Bradbury to check your answers.

### 1) Standard form:

Sometimes psychologists will come across very large or very small numbers. Because of the nature of very large numbers, it is often necessary to simplify these using shorthand, this is known as standard form.

Write in standard form

a)  $70 \times 10^5$

b)  $40 \times 10^5$

c)  $0.8 \times 10^6$

d)  $0.4 \times 10^8$

e)  $0.3 \times 10^8$

f)  $0.7 \times 10^6$

g)  $150 \times 10^4$

h)  $480 \times 10^2$

i)  $0.044 \times 10^5$

j)  $0.073 \times 10^7$



## 2) Rounding to decimal places

Round to 1 decimal place

- a) 0.374
- b) 0.798
- c) 0.393
- d) 0.584

Round to 2 decimal places

- e) 0.136
- f) 0.138
- g) 0.464

Round to three decimal places

- h) 29.9757
- i) 46.2317
- j) 79.0919

Round the numbers in the table.

Number	1 decimal place	2 decimal places
0.181	0.2	k)
8.928	l)	m)
0.4923	n)	o)
45.7053	p)	q)

### 3) Rounding to significant figures

Round to 1 significant figure

- a) 15
- b) 983
- c) 0.0097
- d) 1.9

Round to 2 significant figures

- e) 0.133
- f) 0.0403
- g) 90054

Round to 3 significant figures

- h) 0.6402
- i) 160.7

Round the numbers in the table.

Number	1 significant figure	2 significant figures	3 significant figures
4.915	5	j)	k)
5253	l)	m)	n)
197.196	o)	p)	q)
0.4063	r)	s)	t)

#### 4) Using percentages, fractions and decimals

Convert to a decimal

a)  $\frac{1}{2}$

b)  $\frac{3}{40}$

c) 65%

d) 153%

e) 51.6%

f) 41%

Convert to a fraction, reduced to simplest form

g) 0.2

h) 0.62

i) 90%

Convert to a percentage

j) 0.87

k) 2.11

l) 0.017

m) 2.91

n)  $\frac{9}{10}$

o)  $\frac{2}{5}$

Convert to a fraction:

p) 67%

### Sample Question

Look at the pie chart below What fraction of divorced adults had a type B attachment?

A pie chart to show the distribution of infant attachment types of divorced adults



- A.  $\frac{1}{5}$
- B.  $\frac{3}{10}$
- C.  $\frac{2}{5}$
- D.  $\frac{1}{2}$

### 5) Ratios

Simplify

- a) 5 : 10
- b) 15 : 5
- c) 5 : 50
- d) 52 : 56
- e) 52 : 12
- f) 52 : 56
- g) 18 : 22 : 12
- h) 16 : 52 : 48
- i) 42 : 15 : 24

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**Sample question**

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) Identify 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) Identify 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.

**6) Measures of Central tendency.**

- a) Find the mean of the data given below.

6      6      1      2      1      8

mean =

- b) Find the mean of the given data below, rounding your answer to the nearest whole number.

11      12      28      17      21      24      27

mean =

- c) Find the mean of the given data below, rounding 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 =

- d) Find the median of the data given below.

15      20      10      15      14      23      14

median =

e) Find the median of the data given below.

20      13      10      20

median =

f) Find the median of the data given below.

23.1      11.1      13.1      30.9      13.5      18.1      14.1      0.3

median =

g) Find the median of the data given below

26.3      18.6      8.8      23.2      29.3      20.9      1.5      0.2

median =

h) Find the mode of the data given below.

1      4      6      2      10      11      12      8      10

mode =

i) Find the mode of the data given below.

9      2      4      3      6

mode =

j) Find the mode of the data given below.

8      6      5      3      3      6

mode =

### Sample question

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 =

**Condition 2 (Number of words recalled)**

d) Mode =

e) Median =

f) Mean =

## 7) Displaying Data

Graphs, charts and tables are all used to describe data and make it easier for the data to be understood.

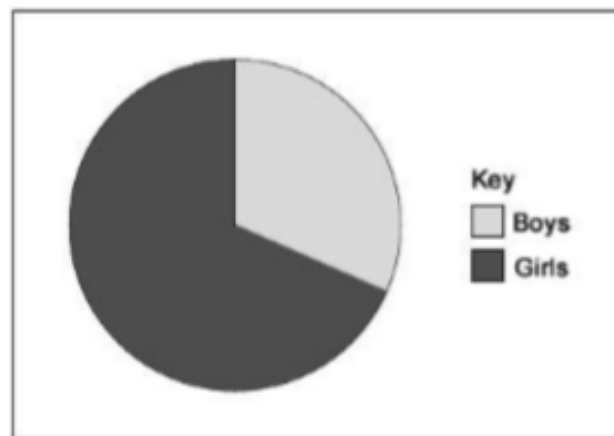
There are a number of graphs and charts that you need to be able to draw and interpret, they include:

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

Sample questions

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 =

(2)

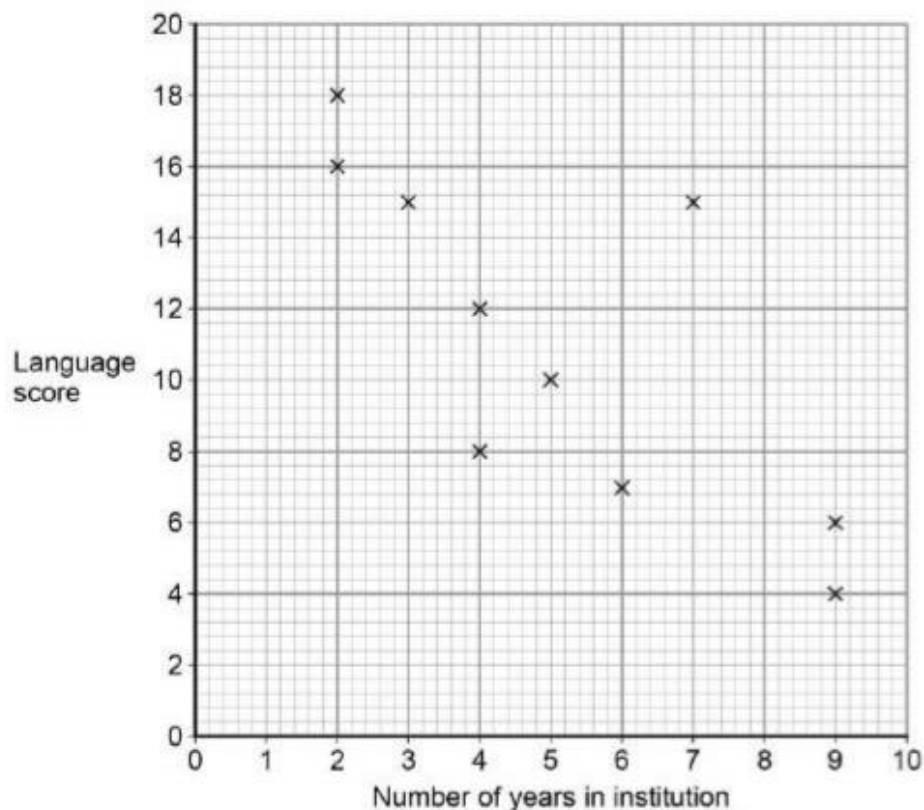
- (b) In a different study, 150 children were classified as securely attached. Of these, 40% were boys. How many of the 150 children were girls? Show your workings.

(2)



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 figure below.

**The relationship between time spent in institution and language score**



(c) Identify the type of graphical display in the figure.

- A Histogram
- B Bar graph
- C Line graph
- D Scattergram

(1)

(d) How many children took part in the study?

(1)

(e) What does the pattern of data in the figure suggest about language ability and institutionalisation?

(2)

(f) Calculate the range for the language scores. Show your workings.

(2)