



Transition pack for A-level Psychology

Mandatory tasks:

Task:	Page no.	Completed (tick)	Score (if applicable)
Pre-knowledge task	3-5		
Research task 1	6		
Research task 2 (making notes)	7		
Investigation task	8-10		
Baseline assessment	11-12		

This booklet and completed work is to be emailed to sls@churchdownschool.com

Supporting optional tasks:

Task	What did you see, read or do?
Book recommendations P13	
Movie recommendations P14-16	
Online video recommendations P17	

Introduction

Why Psychology?

During your A-level studies, you will be exploring the scientific study of the mind and how it dictates and influences our behaviour from communication, memory, thought, emotion and much more. In Psychology, we want to understand what makes people tick and how this understanding can help us address many of the problems and issues in society today.

Exam board

The exam board we study A-level Psychology with is **AQA**. You can find the specification by clicking the internet link:



find the

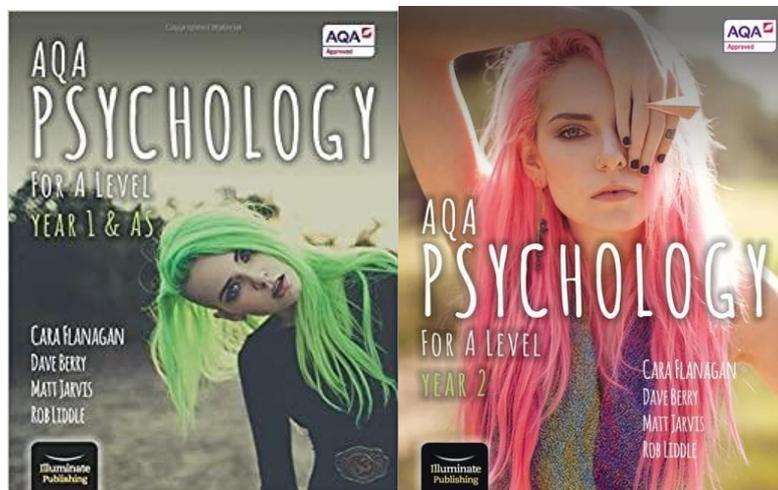
You will take 2 exam papers in Year 12 and they will consist of the following:

Paper 1	Paper 2
Social influence	Approaches
Memory	Psychopathology
Attachment	Research methods

Textbooks and useful websites:

The textbooks we use are AQA approved and are from illuminate publishing.

We would really recommend picking up one of these textbooks for yourself so that you can perhaps annotate them. Don't forget to search ebay and depop for these textbooks first!



You can purchase the year 12 textbook from [amazon](#) or [illuminate publishing](#).

You can purchase the year 13 textbook from [amazon](#) or [illuminate publishing](#).

You can also download the app from the appstore!

but specifically applying it to a real life situation by referring to the scenario given. This element of the question will begin... AO2 = Apply, using the scenario etc.

AO3 refers to your evaluation knowledge which will consist of general strengths and weaknesses of a study, idea or theory. It will also include comparisons to other theories. It's essential to have good and buildable AO3 evaluation skills to study A-level Psychology. This element of the question will begin... AO3 = evaluate, give a strength or a weakness of etc...

Pre-knowledge quiz



Question 1: How many participants were in Milgram's study?

- a) 20
- b) 40
- c) 50
- d) 60

Question 2: What role was always assigned to the confederate in Milgram's study?

- a) Experimenter
- b) Teacher
- c) Learner
- d) Lab technician

Question 3: What role did Zimbardo play in the Stanford prison experiment?

- a) A Guard
- b) A prisoner
- c) A warden
- d) A chief superintendent

Question 4: How were the prisoners for Zimbardo's study collected?

- a) Arrested at home and handcuffed by the police
- b) Arrested at home by Zimbardo
- c) They volunteered to take part in the study
- d) Arrested by the guards of the study

Question 5: What was the procedure called in Ainsworth's study?

- a) The strange situation procedure
- b) The observation procedure
- c) The unfamiliar setting procedure
- d) The attachment procedure

Question 6: Which attachment was found to be the most common attachment type in Ainsworth's study?

- a) Secure attachment
- b) Disorganised attachment
- c) Insecure avoidant attachment
- d) Insecure resistant attachment

Question 7: What type of brain scan was used in Raine's study into brain differences in murderers?

- a) MRI Scan
- b) PET scan
- c) fMRI scan
- d) Glucose scan

Question 8: What task was given to participants in Raine's study?

- a) Optical illusion task
- b) Test of memory
- c) Word pairs
- d) Continuous performance task

Research task 1: Elizabeth Loftus and eyewitness testimony

Eyewitness testimony is a legal term. It refers to an account given by people of an event they have witnessed. For example they may be required to give a description at a trial of a robbery or a road accident someone has seen. This includes identification of offenders, details of the crime scene etc.

Eyewitness testimony can often be unreliable for many reasons but it can mostly be affected by leading questions. **Leading questions** are questions that are worded to suggest a particular answer e.g. Did you see the man wearing the red hat? Research has suggested that leading questions can alter someone's memory of the event and therefore lead to inaccurate eyewitness testimony that can have real life implications.

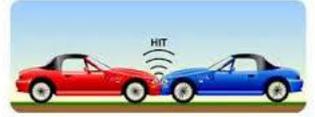
A Psychologist called Elizabeth Loftus has investigated the area of eyewitness testimony and found that leading questions can negatively affect an eyewitness' recall of events.

Research Elizabeth Loftus and create 5 bullet points about how she has contributed specifically to Psychology. Use the link below to help you.



Research task 2: Loftus and Palmer's research into leading questions

Create a study profile for Loftus and Palmer's (1974) study into the impact of leading questions on eyewitness testimony. You can break it down into: aims, methods, results and conclusions. **You can use the links attached at the bottom of the page.**



Aims (what did they want to investigate?)

Methods (how did they do it? Who was involved? What materials were used?)

Results (What did they find?)

Evaluation (provide 1-2 points regarding the general strengths and weaknesses of the study)



Investigation task:

Imagine you are a cognitive psychologist interested in studying the effects of leading questions on eyewitness testimony. You must re-create Loftus' original experiment on the effects of leading questions on estimating the speed a car is travelling at.

Instructions:

Phase 1: Experiment preparation

1. **Prepare your video for the experiment:** Select a short video clip of a minor car accident on YouTube.
2. **Prepare your questions for the experiment:** You'll need a series of 3-4 random questions about the car crash video (e.g. what was the colour of the car) and one of those questions will be your **critical question** which is the leading question. Just like Loftus & Palmer's study, participants will be required to estimate the speed of the car before the accident, based on the verb in the critical question (i.e. hit, smashed, contacted, bumped, collided etc).
3. **Hypothesis** – What do you predict will happen? How will your participants eyewitness testimony be affected by the critical question they are asked?
4. **Recruit your participants:** You will need to select some participants for the study. You can do this either in person or online but they must have access to your materials (i.e. video and questions). A minimum of 2 participants for each group is recommended. You could randomly allocate each person to the group by picking names out of a hat.

They'll need to be split into 5 groups as each group should be presented with the random question including on of the following 5 critical questions:

Participants were in one of five different conditions:
Group 1: Asked 'How fast were the cars going when they hit each other?'
Group 2: Asked 'How fast were the cars going when they contacted each other?'
Group 3: Asked 'How fast were the cars going when they smashed into each other?'
Group 4: Asked 'How fast were the cars going when they bumped each other?'
Group 5: Asked 'How fast were the cars going when they collided into each other?'

5. **Control condition:** Every experiment needs one of these; this will be your sixth group of participants. This group of participants should be given the same series of random questions and the question '**How fast do you think the cars were going**'- this question has no leading element to it.

6. **Instructions** – you will need to prepare a set of instructions for the participants so that they are aware of what to do. This should be fairly simple and straightforward. Within these instructions, you should not tell them the true aim of the study (i.e. studying the effects of leading questions on eyewitness testimony). Get creative and make a different aim for the study so that participants do not change their behaviour.
7. **Debrief** – Prepare a short statement which reveals the true aim of the study. Once the study has finished, you can then debrief the participants by telling them the true aim of the study and if they are unhappy they are able to withdraw their results

Phase 2: Data collection

- 1) Collect your data from each participant and their speed estimate
- 2) Create a table like this to show your results. You can add or remove participants where needed.

Participant number	Group 1 'hit'	Group 2 'contacted'	Group 3 'smashed'	Group 4 'bumped'	Group 5 'collided'	Group 6 control
1						
2						
3						

Phase 3: Data analysis

- 1) Calculate the mean score for the data that you have collected for each group and write this under the bottom of your table.
- 2) What do the means suggest? What conclusions can you start to draw? How did they compare to other conditions, specifically your control?
- 3) Draw a bar chart of your results. Don't forget to label your axes and include a detailed title.

Phase 4: Report write up

Use the following structure to create your report write up. You can do this on a word document or even a PowerPoint with the following headings.

Aim for 2 A4 pages.

- **Title** – what have you investigated?

- **Background** – What is eyewitness testimony? What did Elizabeth Loftus find? What are the issues with false eyewitness testimony? In your study, what did you aim to do and what did you predict would happen?
- **Methods** – How many people did you use? What did you need to conduct the study? What was the general procedure? What instructions and debriefs did you provide to your participants?
- **Results** – What do your results suggest? Include your bar chart to support your data. You could make multiple comparisons between different groups (therefore different leading questions) as well as a comparison to the control group.
- **Conclusions** – What can you conclude from your own personal study of leading questions and eyewitness testimony? Does it agree with Elizabeth Loftus' claims? Is there anything else that could affect eyewitness testimony other than leading questions?
- **Evaluation** – You will need to discuss the general strengths and weaknesses of your study. You can use the following questions to evaluate your own study:
 - a) Did I include enough participants in my study? Can it describe the whole population's reaction to leading questions?
 - b) Was the task realistic? Could participants be negatively affected by this?
 - c) Does a control group give you a good comparison?
 - d) What other factors could have influenced participant's responses?
 - e) Was my study ethical? Did you lie to the participants and if so what are the issues and positives of doing so?

Baseline assessment:

Answer the following exam style questions. Remember to look at the marks available as well as the assessment objective (AO) to help create your answers.

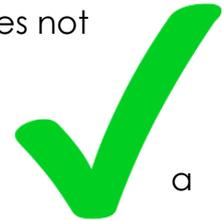
1. Briefly outline Milgram's study into obedience [4 marks] [AO1]
2. Give one strength and one weakness of Zimbardo's study [4 marks] [AO3]
3. Describe the procedure of Ainsworth's study [4 marks] [AO1]
4. Explain how the results from Raine suggest that criminality might be biological [2 marks] [AO1]

5. Give one weakness of Raine's study [2 marks]

Top tips:

2 mark questions:

- 2 mark answers will usually consist of AO1 (Description) but this does not mean AO2 and AO3 is eliminated.
- You must be concise and straight to the point.
- You will need to include a definition and then illustrate your knowledge using either research, an example or elaborating on point.
- Aim for 2 well explained sentences as a minimum.
- Aim to complete these questions in around 2 minutes.



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Example:

Briefly outline one effect of institutionalisation [2 marks]

*One effect of institutionalisation is that orphans often show physical delays in development **mark credited** by having a lower IQ and/or showing affectionless psychopathy **mark credited**.*

4 mark questions:

- 4 Mark questions can include any type of AO therefore it's advisable to use the AQA website to determine the command word.
- It's advisable to use the following structure for your 4 mark answers:
- Break the process down into the start, middle and end. How does something begin? What happens next? What happens in the end? This will help you to develop a good memorable structure to your answers.
- Alternatively, you can also make 2 valid points in relation to the question and provide evidence/explain them further to gain the 4 marks.



to

Example:

Briefly outline and evaluate the findings of any one study of social influence [4 marks]

*Asch found in his simple perception task judging the length of lines in relation to a comparison line that on the 12 critical trials 37% of the responses made by the naïve participants were incorrect in line with the confederate's responses **mark credited**. He found that 75% conformed at least once to an incorrect response and that they conformed on every one of the critical trials. This was compared to 0.7% error rate in the control group who completed the task alone **mark credited**. However, as the findings*

from this study are laboratory based involving a task lacking in mundane realism eg judging the length of lines, they may have little or no relevance to real life conformity *mark credited* and are therefore lacking in ecological validity because the task was unrealistic *mark credited*.

ONCE A PSYCHOLOGIST, ALWAYS A PSYCHOLOGIST!



The following are suggestions; they are not compulsory, but we would love for you to engage in any that you find interesting.



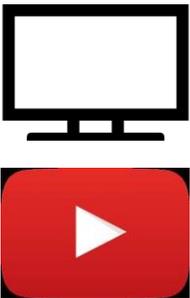
The Psychology Book: Big Ideas Simply Explained by DK
 Blink by Malcolm Gladwell
 Opening Skinner's Box by Lauren Slater
 The Man Who Mistook His Wife for a Hat by Oliver Saks



The 25 Most Influential Psychological Experiments in History
<https://www.onlinepsychologydegree.info/influential-psychological-experiments/>
 Psychology Wizard <http://www.psychologywizard.net/>
 Simply Psychology <https://www.simplypsychology.org/>
 Psychology Review
<https://www.hoddereducation.co.uk/magazines/magazines-extras/psychology-review-extras>
 The Independent <https://www.independent.co.uk/topic/Psychology>



British Psychological Society Digest Podcasts <https://digest.bps.org.uk/podcast/>
 All in the Mind <https://www.bbc.co.uk/programmes/b006qxx9>
 The psychology of evil <https://www.youtube.com/watch?v=OsFEV35tWsg>
 The Psychology Podcast <https://scottbarrykaufman.com/podcast/>



Horizon: The Great British Intelligence Test:
<https://www.bbc.co.uk/programmes/articles/5tFHwWMgg9VbrHT9kGfQd/the-great-british-intelligence-test>
 Personality Test:
https://hb5.cognitron.co.uk/ex/task/q_rs_BfIextended
<https://www.youtube.com/watch?v=KJnJlQ8PAJk>
 Do you really have two brains?
<https://www.youtube.com/watch?v=SHqDf8wfABM>
 Genie: <https://www.youtube.com/watch?v=VjZolHCrc8E>
 Dr Jordan Peterson: Psychological Break-Down of Anxiety (treatments):
https://www.youtube.com/watch?v=6DWvKAqwe_0



If you would like to share what you've learnt, we'd love for you to produce a piece that we could share with other students.

Further recommendations.....

Book recommendations:

- Friend Request, 2018 by Laura Marshall
- Born Evil, 2018 by Julia Derek
- Lies, 2017 by T.M. Logan
- Reaching Down the Rabbit Hole, 2016 by Allan Ropper and Brian David Burrell
- Good Me Bad Me, 2017 by Ali Land
- Selfie: How the West Became Self-Obsessed, 2018 by Will Storr
- The Lucifer Effect: How Good People Turn Evil, 2008 by Philip Zimbardo
- How to Survive the End of the World, 2018 by Aaron Gillies

Movie recommendations:

12 Angry Men (U)

Specification Links: AS/A Level Paper 1 - *Social Psychology*; Minority Influence.

Story line: A jury deliberates behind closed doors on the fate of someone accused of murder. One lone dissenter within the jury (played by Henry Fonda) pleads a compelling case to convince the other eleven jurors that this is not a clear-cut case, unveiling and challenging prejudices and preconceptions as they arise in the debate.

The Wave (Die Welle) (15)

Specification Links: AS/A Level Paper 1 - *Social Psychology*; Obedience to Authority, Types of Conformity, Explanations of Conformity, Minority Influence, Social Change.

Story line: German (subtitled) fictionalised adaptation inspired by the true story of teacher Ron Jones's experiment in America during the 1960s. During activities week, Herr Rainer Wenger, the teacher leading sessions on autocratic society, tasks his students with constructing their own autocracy in order to understand national socialism. As the week progresses, things begin to get out of hand and a semblance of a Nazi Germany totalitarian movement becomes apparent.

The Experimenter (12)

Specification Links: AS/A Level Paper 1 – *Social Psychology*; Obedience to Authority, Explanations for Obedience, Milgram. **A Level Paper 2** – *Research Methods*; Experimental Method, Types of Experiments.

Story line: Based on the true story of Stanley Milgram's academic investigations on obedience to authority at Yale University during the 1960s. Shows simulated and archived footage of his original experiment as detailed on the specification as well as other investigations such as the lost-letter experiment.

A Beautiful Mind (PG)

Specification Links: AS Paper 2/A Level Paper 1 – *Psychopathology*; Definitions of Abnormality, **A Level Paper 3 (Option 2)** – *Schizophrenia*; Diagnosis and Classification of Schizophrenia, Explanations for Schizophrenia, The Interactionist Approach to Schizophrenia.

Story line: The film follows the life of John Forbes Nash, a maths genius, who suffers from a severe mental illness, the symptoms of which are consistent with schizophrenia. As the story progresses, the difficulties of coping are portrayed alongside the importance of having social support in dealing with the disorder.

One Flew Over the Cuckoo's Nest (18)

Specification Links: **AS Paper 2/A Level Paper 1** – *Psychopathology*; Definitions of Abnormality, drug therapy **A Level Paper 3 (Option 2)** – *Schizophrenia*; Diagnosis and Classification of Schizophrenia, Treatment of Schizophrenia, **A Level Paper 3 (Option 3)** – *Forensic Psychology*; Dealing with Offending Behaviour.

Story line: Jack Nicholson plays Randle Murphy, a criminal with a long past who decides that he is going to plead reasons of insanity to serve his custodial sentence in mental health institution rather than jail, as he thinks it will be the easier option. This film shows the disturbing reality of early mental health care including the use of electro-convulsive therapy alongside talking and group therapy.

Dangerous Method (15)

Specification Links: **A Level Paper 2** – *Approaches in Psychology*; The Psychodynamic Approach: the role of the unconscious, the structure of personality, defence mechanisms.

Story line: Based in Vienna and a Zurich psychiatric hospital, this film follows Keira Knightley's character, Sabina, as she undergoes treatment from Dr Carl Jung who is using Sigmund Freud's cure of talking therapy to treat patients with 'hysteria'. Sabina is successfully cured using psychoanalysis and goes on to lead a fulfilling life with Jung himself.

Shutter Island (15)

Specification Links: **AS Paper 2/A Level Paper 1** – *Psychopathology*; Definitions of Abnormality **A Level Paper 3 (Option 2)** – *Schizophrenia*; Diagnosis and Classification of Schizophrenia, Treatment of Schizophrenia, **A Level Paper 2** – *Biopsychology*; Localisation of function in the brain.

Story line: Based in an American mental hospital for the clinically and criminally insane during the 1950's. A psychological thriller with twists and turns which creates an elaborate role-play into the world of clinical psychology which, at the last moment, reveals the narrative is actually centred around a psychosis of the main character, Teddy. Not to give the game away (sorry).

The Notebook (12)

Specification Links: **AS Paper 1/A Level Paper 1** – *Memory*; Short-Term Memory, Long-Term Memory, Explanations for Forgetting. **A Level Paper 3 (Option 1)** – *Relationships*; Theories of Romantic Relationships.

Story line: A story of unwavering love in the face of challenges depicting the impact of dementia on both the patient and the family. As Allie's dementia progresses throughout the film, despite employing strategies to delay progression of the disease and enhance her memory function, she becomes increasingly distressed at the extent of her memory lapses.

50 First Dates

Specification Links: **AS Paper 1/A Level Paper 1** – *Memory*; Short-Term Memory, Long-Term Memory, Encoding, Capacity and Duration, Explanations for Forgetting. **A Level Paper 3 (Option 1)** – *Relationships*; Theories of Romantic Relationships.

Story line: This film follows Drew Barrymore's character as she suffers with short-term memory loss following a car accident. Her family go to elaborate levels to help her avoid the grave reality of her condition and collude in her belief that time has stopped and re-started over and again every 24 hours. Towards the end of the film there is a glimmer of hope that she is, in fact, able to encode new memories and fall in love with Adam Sandler's character.

The innocence files

Specification Links: **A Level Paper 1** – *Memory: Leading questions and eyewitness testimony, Forensic Psychology* **A Level Paper 3** *Forensic Psychology*

Story line: "The Innocence Files" is a documentary series that chronicles the work of the Innocence Project and other organizations in the Innocence Network fighting to overturn wrongful convictions

Online video recommendations:

- <https://www.youtube.com/watch?v=O3cOvLrixhY> – Trial of O.J. Simpson – BBC documentary. The collection of forensic evidence and investigation, including court cases.
- https://www.ted.com/talks/petter_johansson_do_you_really_know_why_you_do_what_you_do
- [https://www.ted.com/talks/laurel_braitman_depressed_dogs_cats_with ocd_what_animal_madness_means_for_us_humans_4](https://www.ted.com/talks/laurel_braitman_depressed_dogs_cats_with OCD_what_animal_madness_means_for_us_humans_4))
- https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory_5)
- https://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony
- https://www.ted.com/talks/steven_pinker_chalks_it_up_to_the_blank_slate
- https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil_8)
- https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked
- https://www.youtube.com/watch?v=yT_F0dMZRU (Part 1)
- <https://www.youtube.com/watch?v=B3rHTm1YLxA> (part 2) – Stephen Fry - The Secret Life Of The Manic Depressive. BBC 10)
- <https://www.youtube.com/watch?v=jhLuEKZj1oo> – The Fritzl affair. Real crime documentary.
- <https://www.youtube.com/watch?v=nJm7AhdGbDk> – Freud documentary (short)
- <https://www.youtube.com/watch?v=5XFjLdNO4FU> – The Nurture room – child psychology
- <https://www.youtube.com/watch?v=OON81IJ9yos> – Charles Whitman documentary
- <https://www.youtube.com/watch?v=L-DgV2vixSo> – Motivation and rewards in learning (Rats)