



Transition pack for BTEC Applied 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

Optional tasks:

Task	What did you see, read or do?
Book recommendations	
Movie recommendations	
Online video recommendations	
Podcast recommendations	

Introduction

Why Psychology?

During your BTEC 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 BTEC Psychology with is **Pearson**. You can find the specification by clicking the internet link:



Assessment

In BTEC Psychology, you will complete two pieces of coursework and two examinations. This will be split whereby you will take one exam and submit one piece of coursework each year.

<u>Examinations</u>	<u>Coursework</u>
Psychological approaches 1 hour 30 minutes total of 72 marks	Research Methods: Create your own investigation into a psychology topic
Health Psychology 2 hour 70 marks	Forensic and Criminal Psychology

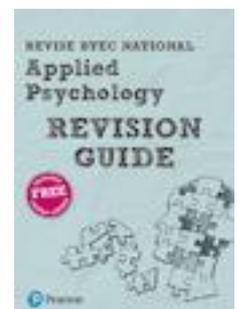
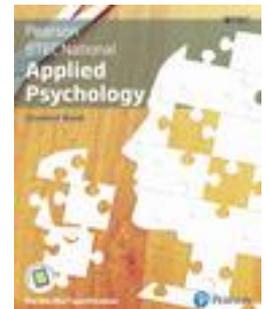
Textbooks and useful websites:

The textbooks we use are Pearson approved. 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 also purchase a range of other books that are Pearson approved. They include:

BTEC Psychology revision guide

Buy [here](#)



Pre-knowledge task:

Use the following links to read the studies, most of which you will be learning about in your course. For each of the five studies listed below summarise the following in 100-150 words:

- Background and Aim(s)
- Method (procedure and details of the sample)
- Results (this could be written or included on a graph – as long as you explain your graph)
- Conclusion(s)

Example: using a mindmap to take notes.



- 1) <https://simplypsychology.org/milgram.html> - Milgram
- 2) <https://www.simplypsychology.org/zimbardo.html> - Zimbardo
- 3) <https://www.simplypsychology.org/bobo-doll.html> - Bandura
- 4) <http://psychyogi.org/watson-and-rayner-1920-little-albert-behavioural/> - Watson & Rayner

This information is called '**A01**'. It is all about describing or outlining something. This may be describing a study, an explanation or a model. This element of the question will begin....
A01 = Describe, Identify, Outline etc.

You will also learn about two other assessment objectives: **AO2** (application of your knowledge to a scenario) and **AO3** (evaluation). AO2 refers to using your AO1 knowledge 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 BTEC 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: In Bandura's study, if the female participants watched a female role model being aggressive, which type of aggression were they more likely to show?

- a) Physical aggression
- b) Verbal aggression
- c) Toy aggression
- d) Hostile aggression

Question 6: Which evaluation point is true for Bandura's study?

- a) It was valid because it was conducted in a laboratory setting meaning we can control for variables such as the toys available.

- b) It was not valid because it was conducted in a laboratory setting meaning we can control for variables such as the toys available.
- c) It was a familiar environment for the children so they were more likely to show realistic behaviour
- d) Bandura's study was ethical because the children experienced no harm

Question 7: In Watson and Rayner's study, what animal was presented to Little Albert in session one?

- a) An owl
- b) A duck
- c) A rat
- d) A pigeon

Question 8: How old was Little Albert at the start of the study?

- a) 5 years old
- b) 3 months old
- c) 2 years old
- d) 11 months old

Research task 1: Schema's

One of the key psychological approaches focuses on our cognitions (thoughts) and how this affects our behaviour.

Complete the research questions below in as much depth as possible. Use the web links below to help you.



Figure 1: Schemas

Define what is meant by a 'schema'

How can schema's help us to understand the world around us?

Could Schema's be unhelpful in any way?

In your own words, explain what happens when we use our reconstructive memory



Figure 2: Reconstructive memory

Research task 2: Bartlett (1932) War of ghosts study

Create a study profile for Bartlett's (1932) 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?) ensure you are using the key terms: Rationalisation, shortening and confabulation.

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 how people can use their schemas to reconstruct their memory and whether this leads to accurate or inaccurate recall. In particular, you will be focusing on whether people showed signs of: **shortening and confabulation**.

Shortening: Reducing the story size

Confabulation: Changing the story by altering specific words or phrases or adding in any details that were not originally present in the story.

You will design your own study by recreating Bartlett's war of ghost's study.

Instructions:

Phase 1: Experiment preparation

1. **Prepare your story and questions for the experiment:** You can either use the same story used by Bartlett, create your own story or find one online. If you are doing this online, you may wish to voice record the story. Aim to avoid any 'familiar' stories that people may know from memory i.e. childhood stories. You will ask participants to simply recall the story in as much detail as they can by either voice recording or writing down the story on a piece of paper. This will help you to determine whether reconstructive memory can lead to inaccurate or accurate recall.
2. **Prepare your data collection method:** Create an appropriate way to collect your data. Remember, you are aiming to record any signs of confabulation, shortening or rationalisation. You will get participants to write down/voice their account of the story. You will then analyse these later (during phase 3). *Example:*

Participant number	Evidence of shortening	Evidence of confabulation
1		
2		
3		

3. **Hypothesis** – What do you predict will happen? Do you think that participant's reconstructive memory will accurately recall the information from the story?
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. the story). Aim to recruit as many people as possible as this will make your results more valid.

5. **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. to investigate whether reconstructive memory and schemas lead to accurate or inaccurate recall). Get creative and make a different aim for the study so that participants do not change their behaviour.
6. **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

Now that most of the planning is complete, you can now conduct your study, collect in your results (participants recall of the story on a piece of paper or vocally) and fill in your table with the help of phase 3.

Phase 3: Data analysis

- When you have your data, you will need to read or listen to their accounts of the story. You will then need to make notes regarding their recall of the story and determine whether any parts could be used as evidence for shortening or confabulation. You could perhaps use quotes from their account of the story or give your summary for each participant.
- 1) On average, how many participants showed signs of shortening? Show this data in a percentage.
 - 2) On average, how many participants showed signs of confabulation? Show this data in a percentage.

Percentage = number of people who showed evidence of shortening/confabulation / total number of participants x 100 = %

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 reconstructive memory? What are schemas? How can reconstructive memory and schemas have both a positive and negative impact in society? Who has previously investigated reconstructive memory and what did they find?

- **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** – Include a table of your results. You could also use a pie chart to illustrate your data.
- **Conclusions** – What can you conclude from your own personal study of reconstructive memory? Does it agree with Bartlett's claims?
- **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 reconstructive memory?
 - b) Was the task realistic? Could participants be negatively affected by this?
 - c) What other factors could have influenced participant's responses?
 - d) Was my study ethical? Did you lie to the participants and if so what are the issues and positives of doing so?

Baseline assessment:

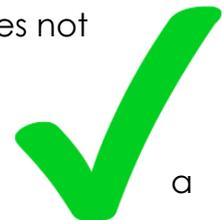
Answer the following exam style questions. Remember to look at the marks available as well as the assessment objective (AO) to help create your answers.

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 Watson and Rayner's study [4 marks] [AO1]
4. Explain how the results from Bandura suggest that aggression can be learnt from others [2 marks] [AO1]

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.



a

Example:

Describe how schema's help people our understanding of the world [2 marks]

*Schemas can help people to understand the world because they provide a framework that helps organize and interpret information. **Mark credited** Schemas can be useful because they allow us to take shortcuts in interpreting the vast amount of information that is available in our environment **mark credited.***

4 mark questions:

- 4 Mark questions can include any type of AO therefore it's advisable use the AQA website to determine the command word.
- It's advisable to use the following structure for your 4 mark answers:



to

- 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.

Example:

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

The findings from this study are laboratory based involving a task lacking in validity and therefore real life situations 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. As well as this, the study had low generalisability because the sample size was small mark credited. This means that the results cannot be applied to the whole population and as a result, the researcher cannot explain how everyone conforms in situations 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



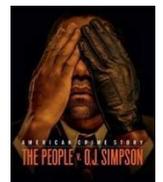
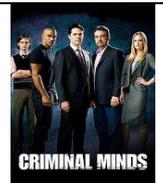
The 25 Most Influential Psychological Experiments in History
<https://www.onlinepsychologydegree.info/influential-psychological-experiments/>
 Psychology Wizard <http://www.psychologywizard.net/>
 Simply Psychology <https://www.simplypsychology.org/>
 Psychology Review
<https://www.hoddereducation.co.uk/magazines/magazines-extras/psychology-review-extras>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

Online journal/book recommendations:

- <https://www.demenzemedicinagenerale.net/images/mens-sana/AutomobileDestruction.pdf> (leading questions and reconstructive memory)
- <https://labs.la.utexas.edu/buss/files/2015/10/buss-et-al-1999-jealousy.pdf> (sex differences and jealousy)
- http://www.antonioacasella.eu/nume/Baum_2011.pdf (MAOA gene and criminal behaviour)
- <https://digitalcommons.law.ggu.edu/cgi/viewcontent.cgi?article=1023&context=theses> (offender profiling)

Movie recommendations:

12 Angry Men (U)

Specification Links: **Approaches**- *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: **Approaches**- *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: **Approaches**- *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: **Health Psychology**- *Psychopathology*; Definitions of Abnormality

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: **Health Psychology**- *Psychopathology*; Definitions of Abnormality, drug therapy, **Forensic and Criminal Psychology**- *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, she 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: Approaches– *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' 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 onto lead a fulfilling life with Jung himself.

Shutter Island (15)

Specification Links: Health Psychology and approaches– *Psychopathology*; Definitions of Abnormality

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: Approaches– *Memory*; Short-Term Memory, Long-Term Memory, Explanations for Forgetting.

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: Approaches– *Memory*; Short-Term Memory, Long-Term Memory, Encoding, Capacity and Duration, Explanations for Forgetting.

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: Approaches and Forensic/Criminal Psychology– *Memory: Leading questions and eyewitness testimony, 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)