
Welcome to Psychology at Portland Place

This Transition work is designed to help you to bridge the gap between your GCSE studies and AS/A Level.

Why do Transition work?

Preparation is crucial for studying A levels. A levels require you to be an independent learner. Although you have fewer subjects, A levels require different study skills and the volume of work is greater due to the increased demand of depth and detail. The exercises in this booklet will ensure that you are ready for the exciting challenges of becoming an A level student in September. It may be necessary to complete some of the tasks on separate sheets of paper. You have the choice of either typing or handwriting your responses. Each subject will be slightly different, but they will all require you to use the skills you will need for A level: independent enquiry; evidence of reading around the subject and enthusiasm and interest.

Is Transition work assessed?

Yes. In September, your subject teacher will ask you for your Transition work and it will be assessed. Teachers will be able to diagnose your strengths and weaknesses and begin to support and challenge you in a more targeted way.

You must bring all the work with you to your first Year 12 Psychology lesson in September.

Your AS/A Level Psychology will cover the following units

YEAR 1

Paper 1: Introductory topics in Psychology:

- Social Psychology
- Cognitive Psychology
- Attachment

Paper 2: Psychology in Context

- Approaches and Biopsychology
- Psychopathology
- Research Methods

YEAR 2

Paper 1: Introductory topics in Psychology:

- Social Psychology
- Cognitive Psychology
- Attachment
- Psychopathology

Paper 2: Psychology in Context

- Approaches
- Biopsychology
- Research Methods

Paper 3: Issues and Options in Psychology

- Issues and Debates
- Gender or Relationships or Cognition and development
- Schizophrenia or Eating disorders or Stress
- Aggression or Forensic Psychology or Addiction

Year 11 to Year 12 Psychology AS/A-Level

Section: Examination Questions

You will sit two examination papers at the end of year 12:

Paper 1	Paper 2
What's assessed: <ul style="list-style-type: none">All 3 topics as well as research methods knowledge	What's assessed: <ul style="list-style-type: none">All 3 topics
Assessment: <ul style="list-style-type: none">Written exam: 1 hour 30 minutes24 marks x 3 papers= 72 marks50% of AS	Assessment: <ul style="list-style-type: none">Written exam: 1 hour 30 minutes24 marks x 3 papers= 72 marks50% of AS
Questions: <ul style="list-style-type: none">Short questions and Essays10% of marks on research methods	Questions: <ul style="list-style-type: none">Short questions and Essays10% of marks on research methods

To complete this module of work:

1. Section A contains examination questions which assess your comprehension, reading, attention and applied skills
2. Section B contains research methods questions - these are mathematical skills that you should have developed from the GCSE years
3. Section C contains an essay topic on a very famous study. This essay assesses your comprehension of the study as well as your critical thinking.

PSYCHOLOGY RESOURCES

Books:

- **Coursebook:** AQA A-level Psychology Book 1, Hodder Education; UK ed. edition (27 Mar. 2015), **ISBN-13:** 978-1471834882
https://www.amazon.co.uk/d/Books/AQA-level-Psychology-1-Jean-Marc-Lawton/1471834883/ref=pd_sim_14_2?_encoding=UTF8&psc=1&refRID=KYZT027C3NF49P73RCQH

Films & Documentaries:

Psychopathology

- BBC Explorations, Primal Fear (<https://www.youtube.com/watch?v=BzNSYw7xwpU>)
- Stephen Fry - The Secret Life Of The Manic Depressive
(https://www.youtube.com/watch?v=uj8hqXd7N_A)
- BBC 3: Extreme OCD camp (<https://www.youtube.com/watch?v=zAXjq28Wpyk>)

Social Psychology

- BBC Radio 4: Solomon Asch- Conformity: (<http://www.bbc.co.uk/programmes/p00f8mzr>)
- Experimenter (2015): (<http://www.imdb.com/title/tt3726704/>)
- ABC Channel: Milgram Experiment remake
(<https://www.youtube.com/watch?v=JnYUI6wIBF4&list=PL7B12D4D99E4FCC8B>)
- The Stanford Prison Experiment (2015): (<http://www.imdb.com/title/tt0420293/>)
- BBC Radio 4 : The Stanford Prison Experiment:
(<http://www.bbc.co.uk/programmes/b008crhv>)
- BBC Radio 4: Julian Rotter and Locus of Control:
(<http://www.bbc.co.uk/programmes/b01gf5sr>)

Cognitive Psychology

- A series of videos on Working Memory Model:
(<http://gocognitive.net/interviews/alan-baddeley-working-memory>)
- The fiction of memory (<https://www.youtube.com/watch?v=PB2Oegl6wvl>)
- BBC iWonder: Would you be a reliable eyewitness?
(<http://www.bbc.co.uk/guides/zcc6sq8>)

Attachment

- Introduction to Attachment Theory (<https://www.youtube.com/watch?v=zcnlo0NZrcw>)
- BBC Radio 4: Harlow's Monkeys: (<http://www.bbc.co.uk/programmes/b00ly7lp>)
- Ainsworth and Attachment (<https://www.youtube.com/watch?v=4HHTohtXEg8>)

Year 11 to Year 12 Psychology AS/A-Level

Section A: 1. Biopsychology

Watch the following video on the nervous system:

<https://www.tutor2u.net/psychology/reference/biopsychology-nervous-system> and indicate whether the following sentences are True (T) or False (F) (10 marks).

The nervous system is divided into the Peripheral nervous system (PNS) and the Central nervous system (CNS)	
The CNS included only the brain	
The CNS is responsible for higher-order thinking and reflex actions	
The PNS is divided into Sympathetic and Parasympathetic	
The Somatic nervous system (SNS) directs muscles and receiving/ transmitting messages from the senses	
The Sympathetic nervous system is part of the Autonomic nervous system (ANS)	
The Parasympathetic system is responsible for homeostasis	
The Sympathetic system is used when quick action is required	
The ANS has both motor and sensory pathways	
The Sympathetic system is also called 'Fight or Flight response'	
The SNS is divided into Sympathetic and Parasympathetic	
The temporal lobe is responsible for visual information	

Score: /12

Section A: 2. Approaches

Social learning theory is one of the approaches which is used to explain behaviour. According to this theory, we learn a specific behaviour by observing other people in our environment. The following picture illustrates the main four mediating processes that take place when people observe others and imitate their behaviours.

The role of mediating processes

We do not automatically observe the behaviour of a model and imitate it. There is some thought prior to imitation and this consideration is called mediational processes. This occurs between observing the behaviour (stimulus) and imitating it or not (response).

There are four mediational processes documented by Bandura (1977): *attention, retention, reproduction and motivation.*

Attention

For a behaviour to be imitated it has to grab our attention. We observe many behaviours on a daily basis and many of these are not noteworthy. Attention is therefore pivotal in whether a behaviour has an influence on others imitating it.

Retention

The behaviour may be noticed, but it is not always remembered, which obviously prevents imitation. It is important therefore that a memory of the behaviour is formed for it to be performed later by the observer. Much of social learning is not immediate so this process is especially vital in those cases. Even if the behaviour is reproduced shortly after seeing it there needs to be a memory to refer to.

Reproduction

We see much behaviour on a daily basis that we would like to be able to imitate but that is not always possible. We are limited by our physical ability and for that reason, even if we wish to reproduce the behaviour, we cannot. This influences our decision whether to try and imitate it or not. Imagine the scenario of a 90-year-old lady (who struggles to walk) watching *Dancing on Ice*. She may appreciate that the skill is a desirable one, but she will not attempt to imitate it because she physically cannot do it.

Motivation

The rewards and punishments that follow a behaviour will be considered by the observer. If the perceived rewards outweigh the perceived costs (if there are any) then the behaviour will be more likely to be imitated by the observer. If the vicarious reinforcement is not seen to be important enough to the observer then they will not imitate the behaviour.

For example, Natasha, a little girl trying on lipstick, illustrates these processes. Natasha notices her mum putting on lipstick prior to going out for the evening. She then hears her dad complimenting her mum on how she looks. She notices this (attention). She remembers where her mum keeps her make-up and how to open the lipstick (retention). She is also able to apply it (reproduction). She knows she will probably be told off but she wants to get compliments from her dad too and wants to look grown up like her mum, which is more important than the telling off (motivation). In all likelihood Natasha will imitate the behaviour.

Question 1: Outline the mediating processes in Social Learning Theory (4 marks; one mark for each of the four concepts).

Question 2: With reference to mediating processes illustrated above, explain why Jerry's mum found Jerry cleaning out the hamster cage (4 marks; one mark for each of the four concepts).

Jerry watches as his brother James is given sweets for cleaning their pet hamster's cage. The next day, Jerry's mum finds Jerry cleaning out the hamster cage.

Score: /8

Total score in Section A /20

Section B: Research Methods Questions

A psychologist wanted to find out whether males or females have better mathematical skills. 20 students, 10 boys and 10 girls, from a Sixth Form college were selected to take part in the study. The psychologist gave a mathematical test to the students. The maximum score that a student could take on the test was 20. The results of the study are mentioned in the Table below.

	The scores boys and girls got on the test
Boys	12, 13, 12, 20, 10, 20, 17, 19, 10, 12
Girls	15, 16, 8, 11, 11, 10, 5, 12, 8, 7

1. Find the mode for males and females. (2 marks)

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2. Calculate the median score for males and females. Show your workings. (3 marks)

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3. Calculate the mean score for males and females. Show your workings. (3 marks)

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4. Calculate the percentage of boys who scored <15? Show your workings. (4marks)

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5. Calculate the fraction of girls who scored 8? Write the fraction in lowest terms. Show your workings. (4 marks)

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6. Calculate the ratio of boys : girls who scored 15 or more? Write the ratio in lowest terms. Show your workings. (4 marks)

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Total score in Section B: /20

Section C: Essay

Watch the following documentary and write an essay of 300-400 words which summarises the Milgram's experiment. (https://www.youtube.com/watch?v=ek4pWJ0_XNo&t=1252s) Refer to the following points in your answer:

- Who were the participants of this study? How were they selected?
- What were the roles assigned to the participants?
- What was the task of the 'teacher'? What was the task of the 'learner'?
- What was the shock generator?
- What was the **real** aim of the study?
- What were the predictions of the results before the study? What were the **actual results** of the study?

Critical thinking:

- Why was the 'teacher' deceived?
- Why did the 'student' mentioned his medical condition?
- Why did the 'teacher' received a sample shock?
- Why did the experimenter prompt the 'teacher' by saying "*The experiment requires you to continue, Teacher*"?
- How did different 'teachers' react when they were delivering the shocks? Did they all obey the experimenter's orders? If not, why?
- When the 'teacher' asked the experimenter who was responsible if something happened to the 'learner' why did the experimenter say "*The responsibility is mine*"?
- How did the Milgram protect the welfare and dignity of the participants?

Total score in Section C: /20

Final score /60