

TRANSITION TO A LEVEL PSYCHOLOGY

STUDENT WORKSHEETS

SESSION 1: WHAT IS PSYCHOLOGY?

1. Here are some statements about psychology. Decide whether each statement is true or false.
 - i. Psychologists are interested in studying the human brain and behaviour
 - ii. If I study psychology, I will be able to read people's minds
 - iii. Psychology is not classed as a science yet
 - iv. I can expect to see mathematics in the A-level course
 - v. All psychologists agree on how to explain behaviour

SESSION 3: DEVELOPMENT OF PSYCHOLOGY

1. Match up the correct date to the correct approach

2. Read the statement on the screen and identify the correct answer by placing a letter(s) in the boxes below.

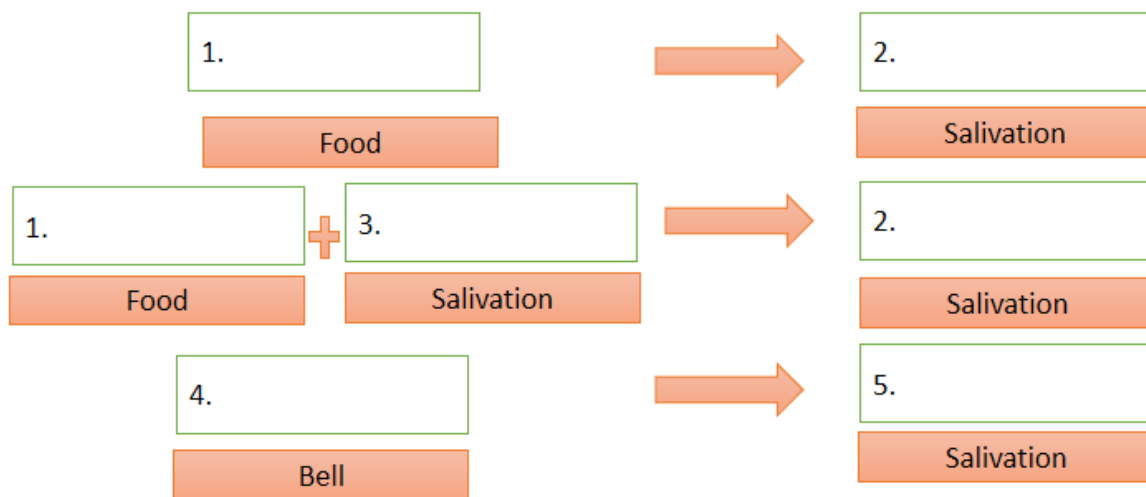
1	
2	
3	
4	
5	

SESSION 3 - THE BEHAVIOURIST APPROACH - CLASSICAL CONDITIONING

1. Decide whether the pairs of the statements on the screen are correct or incorrect. Indicate correct statements with a tick and incorrect with a X.

1	
2	
3	
4	

2. Label this diagram.



3. Replace the words in red with a more specialist term.

Classical conditioning involves learning through **pairing** a **stimulus** that does not produce a response with a **stimulus** which does produce an innate unlearned reflex response. **Psychologists** demonstrated that repeated exposure would lead to the **stimulus** eliciting a new learned response (conditioned response).

	Replace with
pairing	
stimulus	
stimulus	

Psychologists	
stimulus	

4. Match up the key term on the left with the correct term on the right to explain the formation of attachment using classical conditioning.

5. Using the information on the screen identify 3 key features of a laboratory experiment.

6. Use the single whooper technique to write an effective evaluation point of classical conditioning, using high levels of control.

Extension research task

Find and summarise the research study on Little Albert conducted by Watson and Raynor.

Split your notes into the following sections;

1. Aim - what did this study aim to find out?
2. Procedure - how was the study carried out?
3. Results - what did Watson and Raynor find out?
4. Conclusions - what does this study tell us about classical conditioning?

SESSION 5 - BEHAVIOURIST APPROACH - OPERANT CONDITIONING

1. Using the information on the screen write a definition for the following key terms.

Positive Reinforcement:

Negative Reinforcement:

Punishment:

2. Explain the difference between negative reinforcement and punishment.

3. Identify where the key terminology shown should be inserted. After the video, rewrite the paragraph using the key terminology.

	Replace
unpleasant consequence	
operant conditioning	
negative reinforcement	
reward	

rat	
positive reinforcement	
Skinner	

4. Match the key terms with the correct definition.

5. Unscramble the sentences on the screen to form the perfect paragraph. Write out the paragraph below.

6. Write down the answer to the conveyor belt questions below.		
1		
2		
3		
4		
5		
6		

SESSION 6 – THE COGNITIVE APPROACH

1. Write down the main assumptions of the cognitive approach.

SESSION 7 - THE PSYCHODYNAMIC APPROACH

1. Ted has found a wallet on the bus. In the wallet there is £50. What are the parts of his personality telling him to do?

id	
Ego	
Superego	

2. Improve the detail in these definitions for the following key terms.

Key term	Definition	The detail
Id	Pleasure principle	
Ego	Reality principle	
Superego	Morality principle	

3. Check your understanding by answering the questions on the question grid.

SESSION 8 - THE PSYCHODYNAMIC APPROACH AND THE PSYCHOSEXUAL STAGES

1. Use the information on the screen to complete the table below.

Defence mechanism	Description	Example
Repression		
Denial		
Displacement		

2. Decide whether the key phrase and definitions on the screen match up.

3. Use the information you have available to you to complete the table below on the psychosexual stages.

Stage	Age	Focus	Description	Consequence
Oral				
Anal				
Phallic				
Latency				
Genital				

4. Use your knowledge to replace the numbers below with the correct key term.

According to Freud, children pass through several *1 stages of development: oral, anal, *2, latent and genital. During each stage, the child has its desires for bodily pleasure denied and redirected by its parents until they focus exclusively on the appropriate sexual outlet for the given stage. If a child fails to resolve the conflict at each of the psychosexual stages, they may develop a *3 where they display certain behaviours/characteristics in their adult life. The driver of this process is the *4 complex in which *5 relinquish their unconscious desire for their *6 and internalise the fear of castration by their father. This process is traumatic, so the ego uses defence mechanisms, such as repression and denial, to manage the fear it generates.

1=

2=

3=

4=

5=

6=

5. Rearrange the scrambled sentences on the screen to write the perfect evaluation point on the use of case studies by the psychodynamic approach.

Extension task

Find and briefly summarise the case study of Little Hans. Structure your notes by answering the following questions.

How old was Little Hans?

What did he have a phobia of?

How did Freud explain his phobia?

Which part of Freud's theory does this case study support?

What problems might arise from using the case study method in research?

SESSION 9 - THE BIOLOGICAL APPROACH - GENETICS, NEUROCHEMISTRY AND BRAIN STRUCTURE

1. Shari and Anton are identical twins. Shari has suffered with acne all through his teenage years whilst Anton has not. Shari thinks that this is unfair and doesn't understand why he is struggling with his skin when his identical twin is not.

Use your knowledge of genotypes and phenotypes to explain why Shari and Anton are both having a difference experience.

2. Use the resources available to you to find out what the following chemicals are responsible for:

Serotonin =

Adrenaline =

GABA =

3. Use the resources you have available to you to find out what the following brain structures are used for (its function).

Brain structure	Function
Frontal lobe	
Parietal lobe	
Occipital lobe	
Temporal lobe	
Cerebellum	
Brain stem	

4. Cover up your notes above and check your knowledge by matching the brain structure to its correct function.

5. Use the information on the screen to identify which part of the brain would be involved in each activity.

SESSION 10 - THE BIOLOGICAL APPROACH – EVALUATION

1. Use the clues on the screen to work out which approach is being described.

2. Make a note of at least one strength and one weakness you could use to evaluate the biological approach.

3. Complete the following evaluation paragraph by filling in the missing words.

One _____ of the biological approach is that the research methods used are high in scientific credibility. For example, they use _____ scanning techniques and _____ which are both objective and _____ ways of investigating human behaviour. This means that the biological approach is compatible with the aims of science which is on contrast to the _____ approach which is not compatible with the aims of science.

4. Match the evaluation points with their correct definition.

SESSION 10 - MATHEMATICAL COMPONENT

1. Sketch a bar chart to represent the data on the screen. 4 marks

2. What percentage of the sample had their fathers as primary carers? Show your workings. 2 marks

3. Calculate the percentage increase in the mean time it took participants to solve the 5 anagrams when listening to classical music, when compared to silence (control). Show your workings. Give your answer to three significant figures. 4 marks