**PSYCHOLOGY**

**Instructions**

Below are a series of activities that you need to **fully** complete **before** you enrol for your A level in September. In order to successfully complete this work you will need:

* The resources provided in this pack.
* Psychology textbooks (available in any good library).
* The internet (take care – there is a lot of rubbish out there. Choose websites that are from organisations that specialise in ‘real’ psychology).

You will also need to use your initiative, think for yourself and tackle these questions seriously. This means:

1. Leaving no gaps – every question must be done, in full. You may make mistakes but it is *unacceptable* to return the work to me without have attempted everything in a serious way. That means saying as much as possible and explaining fully your ideas. The aim is depth and detail.
2. The length of your answers is important at A level. For these activities, I have indicated the approximate length that your answers should be. You may write more but you may not write less.
3. Working alone. The work must be solely your own.
4. If the concepts, questions, words, ideas and topics seem unfamiliar, that’s because you haven’t studied psychology before. Don’t worry about it; just make a serious attempt. If you don’t understand any concepts or words, I expect you to look them up in a dictionary or on the web. Do not attempt to answer things that you have not understood – it won’t work!
5. The work must be done in your own words. Under no circumstances must you cut-and-paste information from the web (it is completely unacceptable at A level).

Type up your answer for task 1. For tasks 2 and 3 write your answers into the booklet (attach extra paper where necessary).

Thank you.

**Task 1: Psychopathology**

(the study of psychological disorders & abnormal behaviour)

Read the following account of David, who is suffering from a psychological disorder:

David is 20 years old and in his second year at university. When he started his course, things initially went well but then he started to find managing his day to life increasingly difficult. He begun skipping lectures after the first few weeks and started to spend days in bed, not getting up in the morning, and not caring whether he went to University or not. He found concentrating on any work very difficult. Over time he became more and more socially withdrawn, and stopped going out. He neglected his personal hygiene when previously he had been careful about his appearance.

Often, he was difficult to talk to and his conversation was rambling and disjointed. He had peculiar ways of talking about things and would describe unusual experiences. He had delusions: for example, he believed that strangers were following him in the street and that aliens had implanted transmitters in his teeth and these were beaming out his thoughts to the local neighbourhood. He was convinced that these experiences were real.

Having a conversation was difficult because he could not easily stick to one train of thought and would switch subjects in middle of sentences in unexpected ways. His behaviour seemed bizarre to others.

David also started to hear voices, even though there was nobody else present. The voices would tell him to do things and criticise him repeatedly. He didn’t just experience auditory hallucinations, he would sometimes feel that insects were crawling under his skin or that hot needles were pricking his arms. David was not the first member of his extended family to experience symptoms like this.

At first, David refused any help, and was convinced that there was nothing wrong with him. But, for the sake of his parents, he agreed to be assessed by a psychiatrist who subsequently diagnosed him.

**Task**: David is suffering from a recognisable psychological disorder/illness.  Looking carefully at the symptoms he is experiencing, you should be able to work out what is wrong with him by researching his symptoms on the web.

1. What psychological disorder do you think David suffering from? (2 marks)
2. List 5 pieces of evidence in the description that lead you to your conclusion and explain why. (5 marks)
3. What kind of **drug** treatment is David likely to be offered **and** will it work? Discuss **all** the relevant issues (10 marks). (A ***minimum*** of one and half sides of A4).

**Task 2: Experiments**

**Independent Variables & Dependent Variables**

Psychologists carry out experiments and all experiments have an IV (independent variable) and a DV (dependent variable). The IV is the variable that the experimenter manipulates (or takes control of). The DV is the outcome variable, the thing that is measured. Therefore, it is the DV that is being affected by changes in the IV. The aim of any experiment is to discover whether the manipulation of the IV has any effect on the DV and to be confident that results are not due to chance. The point of any experiment is to establish **cause and effect**. If an experimenter manipulates an IV and it produces systematic effects on a DV then they have established that one caused the other.

**For example**, to test a hypothesis that eating carrots improves vision, the experimenter would control whether or not participants eat carrots.  One group of participants would be assigned to eat carrots (the experimental group) and one group would not (the control group). All participants would have their eyesight tested. In this example, the IV is whether carrots are eaten or not. The DV is eyesight (how good it is).

**Another example:** a psychologist wants to discover whether exam results are affected by the quality of teaching received. The IV is the quality of the teacher (either good or bad) and the DV is exam results (grades).

Levels of the IV

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **IV** | **DV** |
| 1 | Taking showers daily will improve the way individuals smell. |  |  |
| 2 | A study examines whether watching Dr Who increases aggression in children. |  |  |
| 3 | A study that predicts that reaction time will be faster on hot days rather than cold days. |  |  |
| 4 | Is student behaviour improved by putting up behaviour posters in some classrooms? |  |  |
| 5 | A group of college students were given a short course in maths. The instructor wanted to know whether offering money would influence their performance on the final test. Half were offered £5.00 for obtaining at least 80% on the test, the other half were not offered any money. |  |  |
| 6 | Tomato plants that have fertiliser will produce more tomatoes than those that are not fertilised. |  |  |
| 7 | Three groups of 5 rats were fed identical diets except for the amount of Vitamin D they received. Each group got a different amount of Vitamin D. After 40 weeks, he gave the rats brain scans and recorded the size of their brain ventricles. |  |  |
| 8 | A psychologist takes 25 participants and gives them a paragraph to read which contains lots of references to colour. Another group read a similar length paragraph with no references to colour. Both groups then look at a colour photo for 45 seconds and are asked write a paragraph describing the photo they have just seen. The researcher is interested in whether colour will feature in their descriptions. |  |  |

**Task**: **Your task is to identify the IV and DV in each of the following examples (write your answers into the boxes). You should not leave any gaps. Make sure you include the levels of the IV.**

**Task 3: Research Methods**

**Q1**. A psychologist wanted to see whether or not there is a difference in the expectations that men and women have of their own numeracy skills. She obtained a sample of 15 men and 15 women from a factory. She conducted her study in two parts.

In the **first part** of the study, the psychologist said to each participant: “I want you to estimate how many marks you think you will get on a maths test that is suitable for 14-year-old children. If the test has a maximum score of 50, what mark do you think you will get?”

The psychologist recorded the estimate given by each participant and calculated the median estimates for the men and for the women.

The results of the study are given in **Table 1**.

**Table 1: Median estimated maths test scores for men and women**

|  |  |
| --- | --- |
|   | **Median estimated maths test score** |
| **Men** | 31 |
| **Women** | 19 |

(a)     Explain how the researcher would have taken a random sample of 15 men and 15 women from the factory. (4 marks)

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(b)     What conclusion could the psychologist draw from the median estimated scores in **Table 1**? Justify your answer. (2 marks)

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In the **second part** of the study, each participant took a 30-minute maths test suitable for 14-year-old children. The test took place under examination conditions. The psychologist marked the test. The maximum mark was 50. The results of the maths test are given in **Table 2**.

**Table 2: Median maths test scores for men and women**

|  |  |
| --- | --- |
|   | **Median maths test score** |
| **Men** | 25 |
| **Women** | 25 |

(c)     Taking the results from **both** parts of the study (Table 1 and Table 2), what can the psychologist now conclude? (3 marks)

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**Q2.** Twenty depressed patients were treated using cognitive behavioural therapy. Over the course of the six-week treatment, each patient’s mood was monitored every week using a self-report mood scale (where a score of 20 = extremely positive mood and a score of 0 = extremely negative mood). Each week they also completed a quality-of-sleep questionnaire which was scored from 10 = excellent sleep to 0 = very poor sleep.

The results are shown in the graph to the right.

1. What type of relationship is shown in the graph (1 mark)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Give 4 reasons why it would **not** be appropriate for the researchers to conclude that better sleep improves mood. **(4 marks).**

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