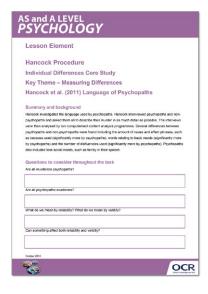
AS and A LEVEL **PSYCHOLOGY**

Lesson Element

Hancock Procedure

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Hancock Procedure' activity which supports OCR A Level Psychology.



The Activity:

The aim of this lesson element is to provide a structured activity that enables students to effectively evaluate the Hancock study.

Students will be required to work independently, in small groups and then participate in a class discussion all focused on evaluating Hancock.



This activity offers an opportunity for English skills development.

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This activity offers an opportunity for maths skills development.

Associated materials:

'Hancock Procedure' Lesson Element learner activity sheet.



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Suggestions for delivery

Students will need to work in small groups for this task. Each group will be given seven evaluation cards. These cards are then divided up between the group (groups of three would have two cards each and a spare for the first to finish).

Step by step guide:

- 1. Give each group the prompt cards.
- 2. Students then answer the questions on their card (on their own).
- 3. Once all students have finished, students are to turn their cards over.
- 4. Students take it in turns to discuss their issue with the rest of the group. As they discuss their issue other students make notes on the boxed worksheet.
- 5. Once all issues have been discussed, give students time to discuss other possible ideas.
- 6. Once this is complete then some quick fire questions to check student understanding could be used in a class discussion. All students should have a completed evaluation sheet so the questioning is designed to extend learners' answers and to check learning rather than just reading off the sheet. The prompt questions on the cards could be used as the quick fire questions.

Each card contains questions that are relevant to that specific evaluation issue. For example, the student with the validity card would answer questions like 'Do we know that participants were telling the truth? Why might they lie?'

Introduction to the task

Summary and background

Hancock investigated the language used by psychopaths. Hancock interviewed psychopaths and nonpsychopaths and asked them all to describe their murder in as much detail as possible. The interviews were then analysed by two computerised content analysis programmes. Several differences between psychopaths and non-psychopaths were found including the amount of cause and effect phrases used (significantly more by psychopaths), words relating to basic needs (significantly more by psychopaths) and the number of disfluencies used (significantly more by psychopaths).

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Student misconceptions

Students often confuse *reliability* and *validity*. This is why each card has a quote on it, ensuring that the students are comfortable with the difference. Getting students to relate issues to either accuracy (validity) or consistency (reliability) during the class discussion will help reinforce the differences between the two key terms. Getting students to explain why something is valid/reliable by using the words accuracy/consistency ensures that students fully understand why something is valid/reliable.

Teacher preparation

Possible Student Questions:

Q: Are all murderers psychopaths?

A: No. It is important to see the distinction between the different categories of murder. For example, crimes of passion are rarely associated with psychopaths due to the crime being spontaneous and unplanned.

Q: Are all psychopaths murderers?

A: No. The characteristics of psychopaths often lend themselves to top level positions in business. Statistics suggest that 1% of the population are psychopaths and it is unlikely that the whole prison population is made up of psychopaths.

Q. Can something affect both reliability and validity?

A: Yes, but it depends on how you explain your answer. For example, the interviews being done using controlled conditions means that it is less likely to be effected by extraneous variables (validity). Being controlled also means that the procedure is standardised so is easily replicable (reliability). This is why it is important for students to explain why something is valid or reliable.



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