

AS and A LEVEL

Delivery Guide

H167/H567

PSYCHOLOGY

Theme: Component 02
Psychological Themes Through
Core Studies

January 2017



We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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AS Level content only



Curriculum Content

Psychological themes through core studies (Component 02) aims to develop the critical thinking and independent learning skills essential to the scientific study of psychology through a focus on some of the key themes investigated within the subject. For each key theme, students are presented with both a classic and a contemporary study.

The classic studies are 'landmark' pieces of research that have helped to shape the course of the subject and which all students of psychology should become familiar with.

The contemporary studies are more 'up-to-date' pieces of research that engage in some way with the issues being explored in the classic studies they are paired with. The core studies chosen reflect the contribution of psychology to an understanding of individual, social and cultural diversity.

It also develops students' ability to make evaluative points about the studies and their ability to see the studies in the wider perspective of psychological areas/perspectives, issues and debates.

This guide is expected to be used in the first year of the course and covers the content needed for the AS component 2 exam. This content will also be required for the A Level component 2 exam. However, an additional delivery guide will include content for the ten extra core studies needed at A Level.



Curriculum Content

Section A: Core Studies

This section will assess the students' knowledge and understanding of the core studies as well as their ability to evaluate the studies both on their own and in relation to the study they have been paired with. The core studies are placed within a broad area of investigation. Within each area, the students are required to examine four core studies. These core studies are paired together around key themes. For each key theme, the students need to examine both a classic and a contemporary study. The classic studies have been carefully selected on the basis of their historical importance. Holistically the studies have been selected to represent a variety of research methodologies, designs, samples, sampling methods, issues and debates. For full references please see appendix 5d.

Area	Key theme	Classic study	Contemporary study
Social	Responses to people in authority	Milgram (1963) Obedience	Bocchiaro et al (2012) Disobedience and whistle-blowing
Cognitive	Memory	Loftus and Palmer (1974) Eyewitness testimony	Grant et al (1998) Context-dependent memory
Developmental	External influences on children's behaviour	Bandura et al (1961) Transmission of aggression	Chaney et al (2004) Funhaller study
Biological	Regions of the brain	Sperry (1968) Split brain study	Casey et al (2011) Neural correlates of delay of gratification
Individual differences	Understanding disorders	Freud (1909) Little Hans	Baron-Cohen et al (1997) Autism in adults



Curriculum Content

Section A: Core Studies	Content
Individual studies	<p>'Tell the story' of each core study in terms of:</p> <ul style="list-style-type: none"> • Background. • Method <ul style="list-style-type: none"> - design - sample - materials/apparatus - procedure. • Results. • Conclusions.
Core studies in their pairs	<ul style="list-style-type: none"> • How the two studies are similar. • How the two studies are different. • To what extent the contemporary study changes our understanding of the key theme. • To what extent the contemporary study changes our understanding of individual, social and cultural diversity.
Methodological issues	<ul style="list-style-type: none"> • The strengths and weaknesses of the different research methods and techniques. • The strengths and weaknesses of different types of data. • Ethical considerations. • Validity. • Reliability. • Sampling bias. • Ethnocentrism.
Key themes and areas of psychology	<ul style="list-style-type: none"> • How each core study relates to its key theme. • How each core study relates to the area of psychology it is placed within.



Curriculum Content

Section B: Areas, perspectives and debates

In this section, students will be asked questions that invite them to generate an extended discussion, recognising the inter-relationship between different areas, perspectives and debates in psychology. They will not be limited in terms of the studies they can refer to in their answers. The specification places core studies within particular areas, but students may make reference to studies from across the components and may also argue that a core study placed within one area can be seen as falling within another area.

Studies that come from a behaviourist perspective include Bandura's research into transmission of aggression and Chaney's Funhaler study, while psychodynamic ideas are referred to in the research by Freud (Little Hans), Kohlberg (stages of moral development) and Hancock (language of psychopaths); however, students may refer to other studies.

Areas, perspectives and debates	Content
Areas <ul style="list-style-type: none">• Social• Cognitive• Developmental• Biological• Individual Differences	<ul style="list-style-type: none">• The defining principles and concepts of each area.• Research to illustrate each area.• Strengths and weaknesses of each area.• Applications of each area.• How each area is different from and similar to other areas.
Perspectives <ul style="list-style-type: none">• Behaviourist• Psychodynamic	<ul style="list-style-type: none">• The defining principles and concepts of each perspective.• Research to illustrate each perspective.• Strengths and weaknesses of each perspective.• Applications of each perspective.• How each perspective is different from and similar to the other perspective.



Curriculum Content

Areas, perspectives and debates	Content
<p>Debates</p> <ul style="list-style-type: none">• Nature/nurture• Free will/determinism• Reductionism/holism• Individual/situational explanations• Usefulness of research• Ethical considerations• Conducting socially sensitive research• Psychology as a science	<ul style="list-style-type: none">• The defining principles and concepts of each debate.• Different positions within each debate.• Research to illustrate different positions within each debate.• Applications of different positions within each debate.• How each debate is different from and similar to other debates.



Thinking Conceptually

The learning activities given below each focus on different learning styles and/or preferred teaching methods. They also aim to help students gain a deeper or wider understanding of the core aspects of each key study and the issues faced in psychological areas and debates. These activities can be adapted for different class sizes and resource availability (i.e. some activities may work better interactively with students if interactive whiteboards are available).

The activities are intended to allow students to consider the concepts in each part of this unit but also to gain deeper understanding and/or practice of key research methodology located elsewhere in this specification, in particular

psychological approaches, debates and also research methods. The tasks enable the students to engage with the material in an interactive way but also to widen their ability to discuss and/or conduct academic research.

The nature of this unit is very integrative, with activities designed for psychological approaches or debates to fit well when introducing key studies and assist understanding of the key themes of studies. Repetition of certain factors throughout the unit will only add to students' appreciation of how psychological concepts interact and can be found in different contexts.



Thinking Contextually

A range of suggested teaching activities has been provided using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

This topic lends itself to various tasks, from class experiments to independent research tasks. Many of the suggested ideas are student-led to foster skills of independent learning and/or pre-reading of core materials. Independent or group research tasks are quite effective as long as they are adequately structured and facilitated.

Some suggested video clips have been provided to add a 'real life' dimension to many of the topics and also to widen students' awareness of how research in each topic can be carried out, its limitations in doing so and also the wider applications to learning the core studies.

OCR's core studies guide can also be incorporated into the teaching of this component. The first guide includes all 10 of the AS studies and covers information on background, method, results and conclusions.

<http://www.ocr.org.uk/Images/170180-guide-to-core-studies-1.pdf>

 Click here



Thinking Contextually

Section A – Core studies

Social – responses to people in authority				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
<p>Milgram (1963) – obedience</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>	<p>Key Background – Adolf Eichmann: http://www.youtube.com/user/EichmannTrialEN – video links to show various parts of trial if you wish, or simply give students key aspects of transcript (Learner resource 1.1).</p> <p>Learner resource 1.2 – based on pre-reading or in lesson, get students to do a 'bingo' style task and find someone who knows different aspects of the study.</p> <p>Use key pictures from the Milgram study to create a summarised storyboard of the key aspects of the study, or if not confident in own drawing ability, use: http://www.storyboardthat.com/ to create a simple three frame storyboard – allocate students different aspects of the procedure/results to summarise.</p> <p>Ethics debate: for and against Milgram, why he needed to break ethics, why he shouldn't have done – Learner resource 1.3.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p> <p>Video links – http://www.youtube.com/watch?v=W147ybOdgpE for original study and http://www.youtube.com/watch?v=mwrLHqtodll for modern replication in UK.</p>	<p>Looking at social influence – majority, minority, conformity. Students to understand why people in authority have a level of influence.</p> <p>Obedience/conformity activity – test students' levels of obedience to the teacher's instructions. The more ridiculous the instruction the better: http://www.youtube.com/watch?v=16QMQXljYVU</p> <p>▶ Click here</p>	<p>Issues to focus on in comparison: Individual vs situational, validity (particularly ecological), ethics, reductionism and socially sensitive research.</p> <p>Comparison learner resource</p> <p>Linking studies together idea: imagine you are an ex-participant of Milgram's – what personal action might you take against him: http://www.jewishcurrents.org/2004-jan-dimow.htm</p> <p>Article from one of his participants inspired ABC documentary on participants of Australian replication: http://www.abc.net.au/7.30/content/2012/s3489852.htm</p> <p>▶ Click here ▶ Click here</p>	<p>▶ Learner resource 1.1</p> <p>▶ Learner resource 1.2</p> <p>▶ Learner resource 1.3</p> <p>▶ Learner resource 1.4</p>



Thinking Contextually

Social – responses to people in authority				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Bocchiaro et al (2012) Disobedience and whistle blowing	<p>Learner resource 2.1 – starter on the study. Give students unjust scenarios and ask them what would they do. Would they allow it to continue? Would they inform anyone? If so, who? Can be adapted to suit your class/area better.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p> <p>Based on reading of key research, get students to create their own quizzes using: www.classtools.net</p>	<p>Historical examples/real life examples of defiance or disobedience– how does it come about, under what situational/individual factors? – Learner resource 2.2.</p> <p>Could simply use one example as a class discussion such as London Riots: http://www.youtube.com/watch?v=Mm8r8l7ApDQ</p> <p>http://www.youtube.com/watch?v=9KxOVy52EiE – interesting speech by Matt Damon in <i>Civil Disobedience</i> that draws links with obedience, Nazi Germany etc. – very thought provoking.</p>	<p>The consequences of whistleblowing. What would be the benefits of obeying?:</p> <p>http://www.theguardian.com/society/2014/nov/22/there-were-hundreds-of-us-crying-out-for-help-afterlife-of-whistleblower – an historical comparison – 1960s America in compared to modern day Europe.</p>	<p>▶ Learner resource 2.1</p> <p>▶ Learner resource 2.2</p> <p>▶ Learner resource 1.4</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>



Thinking Contextually

Cognitive – memory				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Loftus and Palmer (1974) eyewitness testimony	<p>Use video clip to replicate the experiment in class and give them different questionnaires with different verbs. Does the verb influence their speed estimate?: http://www.youtube.com/watch?v=Rg5bBJQOL74</p> <p>Activity: Students to demonstrate ‘schemas’ of verbs used in questionnaire using toy cars.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p> <p>Key terms matching activity – Learner resource 3.3.</p>	<p>Video links: http://www.youtube.com/watch?v=x6fRH5MLBIU</p> <p>Schema tests</p> <p>Background on Memory: Look at Atkinson and Shiffrin’s Multi-store model. Class to discuss what affects their memory. Look at schema theory – Learner resource 3.1.</p> <p>Look at Bartlett’s ‘War of the Ghosts’ to demonstrate schema theory and the idea that memory is reconstructed – Learner resource 3.2.</p>	<p>Key issues to compare:</p> <p>Validity (particularly ecological), usefulness, individual vs situational.</p> <p>Activity: Design a new interviewing style for witnesses that will help students to remember key details of a crime (perhaps give them a scenario of a crime to work from). Role play what that interview would look like. Get class to grade each role play based on whether they omitted leading questions or used principles learned with context-dependent memory.</p>	<p>▶ Learner resource 3.1</p> <p>▶ Learner resource 3.2</p> <p>▶ Learner resource 3.3</p> <p>▶ Learner resource 1.4</p> <p>▶ Click here</p> <p>▶ Click here</p>
Grant et al (1998) context-dependent memory	<p>Activity: Recreate experiment but through reading of study details from the original article and then multiple choice and short answer testing on the study. See if different context learning changed the amount students could remember about the study. Helps students learn the study whilst also demonstrating the procedure for them to evaluate.</p> <p>Key concept for students to understand revolves around memory traces (engrams). Test this out with your class – split them in half and get each half to play Chinese whispers. One half of the class only gets one shot at whispering and then must move on. The other group gets to repeat the information as many times as they like to each other – even writing it down. This shows how the act of repetition will result in a clearer message being passed along.</p> <p>Generic summary sheet – Learner resource 1.4.</p>			



Thinking Contextually

Developmental – external influences on children’s behaviours				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Bandura et al (1961) transmission of aggression	<p>http://www.youtube.com/watch?v=zerCK0lRjp8 – outlines background, basic procedure and results.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p> <p>Create a comic strip aimed at parents that tells them what not to do around children, based on the procedure and results of key study (for example, what happened in the aggressive condition). Websites such as Pictoan, PowToon, ToonDoo are good creative tools. Using comic strip format will enable students to focus on summarising the key points of the study and turn it into a memorable revision resource.</p>	<p>Video link – ‘Children see. Children do’: http://www.youtube.com/watch?v=KHi2dxSf9hw</p> <p>Discussion {links to application} about the impact media has on children’s behaviours – some real life examples could be used such as James Bulger.</p> <p>Learner resource 4.1 enables students to start exploring the key concept for Bandura in developing social learning theory.</p>	<p>Key issues to compare:</p> <p>Ethics, validity of measures used to collect data, socially sensitive research, nature vs nurture, reductionism vs holism, usefulness.</p> <p>Activity: Get students in groups to take one issue each and compare which study is more useful, more socially sensitive, more valid etc. and evaluate the further implications of that issue.</p>	<p> Learner resource 4.1</p> <p> Click here</p> <p> Click here</p>
Chaney et al (2004) Funhaler study	<p>Design an improvement for child behaviours using operant conditioning techniques to help children stay safe and healthy e.g. improving their intake of certain medications, improving their diet. First identify these as a class and then take your pick – could do this as a poster task or get them to physically design a new inhaler (depends how creative you want to be).</p> <p>Video advert for Funhaler: http://www.youtube.com/watch?v=6xhh8PowaKs</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p>	<p>Behaviourist Perspective: Outline and focus on operant conditioning – how external reinforcers can increase behaviour. Super Nanny episode – http://www.youtube.com/watch?v=DONNgEBAISE</p> <p>Use clip to identify the difference between negative reinforcement and punishment.</p> <p>Alternatively, how not to use behavioural techniques: http://www.youtube.com/watch?v=MifWHxn113Q – get students to identify why punishment used was not effective according to behaviourist principles of association, positive reinforcement etc.</p>		<p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Biological – regions of the brain				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Sperry (1968) split brain	<p>Create a Playdoh brain with labels on cocktail sticks for responsibilities of each hemisphere and control of body. Cut out paper hands and attach via string to each hemisphere to demonstrate contralateral control – Learner resource 5.1.</p> <p>http://www.youtube.com/watch?v=lfGwsAdS9Dc – shows the differences between split brain and normal brain on split brain experiments. Get students to recreate some of the dual drawing tasks to demonstrate the effects of ‘two brains’ working simultaneously in non-split-brain people.</p> <p>http://www.nobelprize.org/educational/medicine/split-brain/splitbrainexp.html – play the split brain experiment game.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p>	<p>Before looking at BOTH studies, research areas of the brain (Learner resource 5.2).</p> <p>Could extend this to other areas of the brain and do as a class activity to help students understand the study, but will also give them a wider context. Make it interactive by drawing a brain (on paper) and leave on the wall as a visual revision aid or if you are feeling creative create a 3D brain as a class and incorporate Sperry’s demonstration of corpus callosum.</p> <p>http://www.youtube.com/watch?v=EbSHmmvJQ – Dara O’ Briain animated history of research into the brain.</p>	<p>Key issues to compare:</p> <ul style="list-style-type: none"> • Validity • Psychology as a science • Reliability, free will vs determinism, longitudinal vs snapshot. <p>Activity: In pairs, give students various different evaluative issues. Once they write ONE comparative statement (omitting the evaluative term) it is presented to the class. The class have to then guess what the evaluative term is and how it has been compared across the two studies. This should emphasise to students whether they are clearly comparing the term given and not just giving a general comparison of the studies.</p>	<p> Learner resource 5.1</p> <p> Learner resource 5.2</p> <p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Biological – regions of the brain				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Casey et al (2011) neural correlates of delay of gratification	<p>Delayed gratification: http://www.youtube.com/watch?v=b_ubVVnWgIk (Cookie Monster and Tom Hiddleston)</p> <p>Or replication of original experiment: http://www.youtube.com/watch?v=Yo4WF3cSd9Q</p> <p>Starter task: Have a sweet on each student's desk (mini Mars bar etc). Tell them they can either eat it straight away or wait until the end of the lesson and get a full size Mars bar (follow through if you wish).</p> <p>http://www.ndcn.ox.ac.uk/research/introduction-to-fmri;d=Rk1SSU – provides a good thorough introduction to the use of fMRI imaging. Could set as a homework research task.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p>	<p>Students write a tweet (140 characters) on why the core study is biological and evidence for self-regulation having a neural base.</p> <p>Identify regions of the brain from the core study, research their functions and how they relate to behaviour identified by Casey.</p>	<p>Focus on differences in brain imaging technology between 1968 and 2011. Get students to research what technology was available to us at those two times and what their uses, benefits and limitations are – Learner resource 5.3.</p>	<p> Learner resource 5.3</p> <p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Individual Differences – understanding disorders				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Freud (1909) Little Hans	<p>Group presentations on different fears, fantasies and anxieties of Little Hans. Could do this in different formats (news story, puppet show, poster task, poems/re-write lyrics). Use Learner resource 6.1 here to summarise key anxieties, fears and dreams.</p> <p>Psychosexual development: http://similarminds.com/freud.html – gives fairly realistic percentages of the different stages that are reflected in your current behaviour.</p> <p>Oedipus Complex: http://www.youtube.com/watch?v=LuSBCIV1zuQ – interesting advertising link.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p> <p>Activity: To evaluate the study, get students to imagine they are Hans at 19 on his way to visit Freud: what would you want to say to Freud about his analysis of you? Encourage students to focus on issues such as validity, psychology as a science and ethics.</p>	<p>Timeline of treatment of mental health</p> <p>History of mental illness: http://www.youtube.com/watch?v=Z38GFD3lyXI</p> <p>Get students to research different time periods where significant developments were made in the treatment of mental health – Learner resource 6.2. This should help them appreciate how our understanding of psychological disorders and mental health has changed.</p>	<p>Key issues to compare:</p> <p>Validity, psychology as a science, usefulness, socially sensitive research, ethics.</p> <p>Activity: Using www.padlet.com, get students to write an evaluation on the wall (using their phones or other suitable devices) for ONE study (equally distribute evaluative terms around class) – half the class do Freud, the other half do Baron-Cohen. Constantly re-load Padlet on class board so they can eventually see all the comments. Then students have to pick one comment from the other study to compare and write comparison on the comment already on the wall – the quicker this is done, the more choices of which statement to compare.</p>	<p> Learner resource 6.1</p> <p> Learner resource 6.2</p> <p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Individual Differences – understanding disorders				
Key study/theory	Lesson ideas/teaching resources for study	Lesson ideas that identify how study relates to key area (approach)/theme	Comparison of study pairs	Resources
Baron-Cohen (1997) autism in adults	<p>Previous research on theory of mind – Sally Anne: http://www.youtube.com/watch?v=jbL34F81Rz0</p> <p>Advanced theory of mind: to help students understand how the Eyes test is an advanced test of emotion recognition, get students to compare detecting emotions in faces compared to only the eyes. (Work in pairs to do this and offer them bipolar emotion scales.)</p> <p>Activities to help understand key study: Use the Eyes test from the original article to test what students can answer but also as a useful way of evaluating the measures of the study .</p> <p>http://docs.autismresearchcentre.com/papers/2001_BCetal_adulteyes.pdf</p> <p>Strange stories tests: find in White et al: http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01319.x/full – Revealing impairments in autism.</p> <p>Generic summary sheet for key studies – Learner resource 1.4.</p>	<p>Produce an information booklet for the ‘general public’ to increase understanding of autism. What individual differences cause the impairment?</p> <p>Exam style question: Outline one conclusion that can be drawn in relation to understanding disorders from Baron-Cohen’s study.</p>	<p>Focus on the historical differences between 1909 and 1997. Use timeline to help with this. What has changed in our understanding of mental health – how has that changed how we treat it? Focus on differences between psychodynamic and cognitive explanations of mental health.</p>	<p>▶ Learner resource 1.4</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>

Section A: Core Studies – Generic evaluation sheets, comparison for key studies and individual study summary sheets may help to ensure a consistent approach in the delivery of section A material.



Thinking Contextually

Section B: Areas, perspectives and debates

Previous ideas for Section A for how the studies fit into the key area/theme will also be useful here.

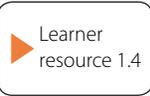
OCR resource – Linking Psychological Areas to the Unit 2 Core Studies can be used to understand ‘research to illustrate each area/perspective’:

<http://www.ocr.org.uk/Images/182397-guide-to-relating-core-studies-to-psychological-areas-and-perspectives.pdf>

Social			
Teaching ideas for area/perspective key concepts	Teaching ideas for area/perspective evaluations and applications	Research to illustrate	Resources
<p>Look at a recent news example of social interest to the students. This could be set as a homework task for students to find a news article relating to social psychology in the real world {or use as a revision task for all the areas}. These could then be added to a class Pinterest board for discussion in lessons.</p> <p>http://www.youtube.com/watch?v=HjWifAuTwJg – interviews with gang members after London riots – works well as a social example. Could get students to identify the various social factors the gang members offer as an explanation for their behaviour.</p> <p>Use the film <i>12 Angry Men</i> to demonstrate different social influences e.g. majority influence, minority influence etc.</p> <p>Student activity on group norms and role behaviour – could show Zimbardo SPE for understanding of social influence on group norms:</p> <p>http://www.youtube.com/watch?v=L_LKzEqjPto</p> <p>Key concepts: individual vs situational, socially sensitive research, usefulness.</p>	<p>Before/after learning key studies, get students to conduct their own social experiment/observation {contextual links to research method learning} around their college/school. Students to vote on a topic of interest. This can help students to be able to apply the area of psychology to an issue relevant to them but also understand the benefits or weaknesses of the approach.</p> <p>Generic summary sheet to assist with evaluating approach – Learner resource 1.4.</p>	<p>Milgram and Bocchiaro et al.</p>	<p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Developmental			
Teaching ideas for area/perspective key concepts	Teaching ideas for area/perspective evaluations and applications	Research to illustrate	Resources
<p>http://www.youtube.com/watch?v=7_J3Dcy6lv0 – lovely video about child development with regards to their knowledge. Could use this alongside getting students to write their own timeline of what skills or abilities they had at different ages in their childhood. Did they learn those or were they natural? {contextual links to nature nurture debate}</p> <p>Key concept: Nature/nurture</p>	<p>Generic summary sheet Learner resource 1.4 to assist with evaluating the area.</p> <p>Link to nature vs nurture debate activities – gender identity. Gender role – how do we develop it? Is it something we learn through socialisation or is there an innate sense that tells us what gender we are and how to behave? The video of David Reimer offers a thought provoking start to this class debate: http://www.youtube.com/watch?v=MUTcwqR4Q4Y – for full documentary or</p> <p>http://www.youtube.com/watch?v=QeSvkE9ZtHk – for a slightly summarised version.</p>	<p>Bandura et al and Chaney et al.</p>	<p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>
Cognitive			
<p>Cognitive activities could include looking at perception, problem solving or language to get a wider understanding of the approach.</p> <p>http://www.independent.co.uk/news/science/what-color-is-the-dress-blue-and-black-or-white-and-gold-whatever-you-see-says-a-lot-about-you-10074490.html – a good article and video on what colour THAT dress is and what colour we perceive it to be.</p>	<p>Generic summary sheet Learner resource 1.4 to assist with evaluating approach.</p> <p>Key cases to look at to help students understand the area and what their teachings can help us to understand or improve – Clive Wearing: http://www.youtube.com/watch?v=Vwigmktix2Y</p>	<p>Loftus and Palmer and Grant et al.</p>	<p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Biological			
Teaching ideas for area/perspective key concepts	Teaching ideas for area/perspective evaluations and applications	Research to illustrate	Resources
<p>Self Phrenology: Get students to feel for bumps in their head (skull) and then circle on the self phrenology Learner resource (Learner resource 7.1) where those bumps are. Can lead to a good discussion of the misuse of science and the importance of validating or verifying scientific theory.</p> <p>To show the implications of the misuse of science, they could explore the use of Freeman’s ‘ice-pick’ lobotomies: http://www.youtube.com/watch?v=0aNILW6lLk (warning for those who might be squeamish).</p> <p>Phineas Gage: http://www.youtube.com/watch?v=9QXI_BxIY7M emphasises the role of brain damage and behavioural changes.</p>	<p>Generic summary sheet Learner resource 1.4 to assist with evaluating approach.</p> <p>Jodi Miller (plasticity) – application of brain research in modern surgical developments: http://www.youtube.com/watch?v=VaDILD97CLM</p> <p>What is science? A good article for a group discussion. http://www.science20.com/science_20/biologist_and_psychologist_square_over_definition_science-92172</p>	<p>Sperry and Casey et al.</p>	<p>▶ Learner resource 7.1</p> <p>▶ Learner resource 1.4</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>
Individual Differences			



Thinking Contextually

Teaching ideas for area/perspective key concepts	Teaching ideas for area/perspective evaluations and applications	Research to illustrate	Resources
<p>Activity: Draw the shape of a person (either on the board or on the floor as a good interactive activity). Get students to identify their individual characteristics (biological, cognitive, physiological) and place them (written or drawn) where they are found on the body. Students can then explain how one of those 'differences' affects their behaviour. Randomly allocate differences identified to various students:</p> <p>http://www.bbc.co.uk/news/health-29954970</p> <p>Get students to read and discuss the need for individually tailored treatments for mental health.</p>	<p>Generic summary sheet Learner resource 1.4 to assist with evaluating approach.</p> <p>Could get students to look at how we measure personality with projective and psychometric testing. Offer students different personality tests and get them to evaluate each one (focus on validity and reliability) – this could be used to discuss evaluations of identifying and measuring individual differences e.g. http://www.psychometrictest.org.uk/big-five-personality/</p> <p>http://www.mirror.co.uk/news/technology-science/science/men-versus-women-whos-best-2880581 – use this article for a wider discussion on individual differences and as part of potential limitations.</p>	<p>Freud and Baron-Cohen et al.</p>	<p> Learner resource 1.4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Psychodynamic			
Teaching ideas for area/perspective key concepts	Teaching ideas for area/perspective evaluations and applications	Research to illustrate	Resources
<p>Id, ego, superego activity: Get students to write down one thing they would do if they lived in a world without morals, laws, consequences etc (their id), now write why they cannot do it in this world (their superego). Now that they have identified an urge, what are they going to do to satisfy their urge (ego).</p> <p>Psychodynamic methods of investigation – dream analysis of latent content. Get students to read an example of a dream (Learner resource 7.2) and then write their own interpretation. After learning Freud's symbols of dreams, get them to reinterpret the dream from his perspective – works well as a starter and plenary to a psychodynamic theory lesson.</p> <p>Freudian Slips: http://www.youtube.com/watch?v=BEIsIG2McpA</p> <p>Rorschach tests: http://www.bbc.co.uk/news/technology-30053748 Interesting online Rorschach test that gives you a score on how cognitively disturbed you are – obviously use this with caution as is always the case when teaching psychodynamic theory. Perhaps set as a homework task and emphasise to students it is a bit of fun and not a diagnostic tool.</p>	<p>Generic summary sheet Learner resource 1.4 to assist with evaluating approach.</p> <p>Psychodynamic application: Look at the use of hypnotherapy in recent years. Split class in half to research how it has been used successfully or not. Debate how effective it is for treatment of various issues (smoking might be a good one to debate or weight loss or, more controversially, gastric band). This could lead to students understanding the flaws of this perspective in that it is difficult to validate its effectiveness as purely subjective etc. However in research for this debate, students will find a lot of evidence in support of the use of hypnotherapy. http://www.getselfhelp.co.uk/hyp/effect.htm is a good website to start from with links. http://www.psychologytoday.com/articles/200910/the-trouble-hypnosis for an opposing view.</p>	<p>Freud Kohlberg (A level) Hancock (A Level)</p>	<p>▶ Learner resource 7.2</p> <p>▶ Learner resource 1.4</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p> <p>▶ Click here</p>



Thinking Contextually

Behaviourist			
Teaching ideas for area/perspective key concepts	Teaching ideas for area/perspective evaluations and applications	Research to illustrate	Resources
<p>Classical conditioning experiments: http://www.youtube.com/watch?v=EYxUdPj-EEY http://www.youtube.com/watch?v=Eo7jcl8fAul</p> <p>Could always replicate a version of this with your students in class or challenge students to design their own classical conditioning test and try it out for homework and post videos to intranet/show in class. Write out an experiment proposal to get ethical approval from teacher or 'ethics committee' in class.</p> <p>Operant conditioning videos to help demonstrate positive reinforcement: http://www.youtube.com/watch?v=vGazyH6fQQ4 http://www.youtube.com/watch?v=Mt4N9GSBoMI</p>	<p>Generic summary sheet Learner resource 1.4 to assist with evaluating approach.</p> <p>Application of behaviourism in therapy</p> <p>Videos for aversion therapy: http://www.youtube.com/watch?v=Lc8rtjxG-el</p> <p>Flooding (fairly comical video of flooding gone wrong): http://www.youtube.com/watch?v=ta-FGE7QELO</p> <p>Systematic desensitisation: Could get students to use the classical conditioning process to cure a phobia – good time to show Little Albert study and ask students if they can use the same classical conditioning ideas to reverse or treat his phobia: http://www.youtube.com/watch?v=Xt0ucxOrPOE</p> <p>Or longer version here: http://www.youtube.com/watch?v=9hBfnXACsOI</p>	<p>Bandura – social learning</p> <p>Watt – Operant Conditioning</p> <p>Additional – Watson and Raynor classical conditioning</p>	<p>▶ Learner resource 1.4</p> <p>▶ Click here</p>



Thinking Contextually

Debates

Nature vs Nurture			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>Twin studies</p> <p>https://www.youtube.com/watch?v=qw3S35wGgT8</p> <p>(Jim Twins – Robert Winston)</p> <p>Get students to research, either in pairs or groups, various web links to this debate with regards to twin studies – Learner resource 8.1.</p> <p>Get them to come up with arguments for nature and nurture through their research. How is it shown that personality characteristics may be caused by nature and how else could they be caused by nurture?</p> <p>Class debate: is nature vs nurture still a relevant debate? (There is an article on this in a previous <i>Psychology Review</i> edition or see Bors, D. (1994). Is the nature-nurture debate on the verge of extinction?, <i>Canadian Psychology</i>, Vol. 35(3), pp. 231–243 if you can get hold of it.)</p>	<p>Milgram, Bandura, Bocchiaro for good debate on both sides.</p>	<p>Gender identity – David Reimer – Is our Gender Identity caused by Nature or Nurture? What happens when we play with Nature? The video of David Reimer offers a thought provoking start to this class debate. http://www.youtube.com/watch?v=MUTcwqR4Q4Y for full documentary or http://www.youtube.com/watch?v=OeSvKE9ZtHk for a slightly summarised version.</p> <p>Or look at language development. Is it restricted by nature and a critical age before we lose the ability to develop it properly? Or can we be taught or nurtured to learn language at any age? Look at animal research (Chimpanzees – https://www.youtube.com/watch?v=QBIDGX95eys) as evidence for nurture or consider cases such as Genie https://www.youtube.com/watch?v=VjZolHCrC8E</p>	<p>▶ Learner resource 8.1</p> <p>▶ Click here</p>



Thinking Contextually

Freewill vs Determinism			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>Determinism: Get students to explore how crime can be pre-determined as a good example. Show <i>Minority Report</i> clips as a good discussion point.</p> <p>https://www.youtube.com/watch?v=z2n7SXUM9m0 – for quick introduction to determinism.</p> <p>https://www.youtube.com/watch?v=BdUxwYScrFo – Trailer: Can we predetermine crime? If we could what would we do with that information? What are the ethics involved in this? Use key research by Raine (1997). What if we could pre-determine the ‘danger’ level of individuals? https://www.youtube.com/watch?v=Pc4j9STclRk</p> <p>Teach students about Humanistic psychology to appreciate free will perspectives in psychology.</p>	<p>Good studies for this debate on syllabus – Milgram and Bocchiaro – are we determined by authority to obey?</p> <p>Additional – Raine (1997)</p>	<p>To extend the gender identity debate from nature vs nurture, consider if we can let free will decide our gender identity. http://www.thestar.com/life/parent/2013/11/15/remember_storm_we_check_in_on_the_baby_being_raised_genderneutral.html (genderless child – storm – left to choose their gender).</p> <p>OR could look at Anders Breivik: his trial was conflicted by two opposing beliefs: that he was sane or insane when he committed the killings in Norway 2011. http://thehumanist.com/september-october-2012/free-will-and-the-anders-breivik-trial/</p> <p>Louis Theroux's documentary <i>By reason of insanity</i> could also be watched as part of this debate. https://www.youtube.com/watch?v=3zKolP5XCOI</p> <p>Extends the crime argument into diminished responsibility if we accept we are pre-determined to kill?</p>	<p>▶ Click here</p>



Thinking Contextually

Reductionism vs Holism			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>Fingers personality test to demonstrate reductionism: https://www.youtube.com/watch?v=DKZSK-IFTK8</p> <p>Good starter to get students to measure and compare the lengths of their index and ring finger and to discuss how it is reducing explanations of personality down to aspects of someone's physiology.</p> <p>Holism – use visual illusions to illustrate holistic thinking in our perception of images. The illusion is created because of our holistic perception. Alternatively use the 'brain test – can you read this': http://www.funwithpuzzles.com/2012/01/test-if-you-can-read-this.html</p> <p>Get students to create a mind map exploring the different types of reductionism and each of their related strengths and weaknesses and where reductionist and holistic research may be found in psychology e.g biological vs humanistic. This is something that could be added to as students progress through the course if doing on computer or hand drawn mind map. Learner resource 8.2 to get you started.</p>	<p>Sperry/Casey et al</p> <p>Milgram</p> <p>Freud</p>	<p>Medicine: A reductionist or holistic approach? Get students to research different approaches to healthcare that adopt a reductionist (diagnosis, symptom focused, pain relief etc.) or a holistic approach (treating the whole person, mind and body connected). What are the relative strengths and weaknesses of each for health? Is the approach effective?</p> <p>Ebola Virus might be a good and fairly recent medium to discuss this through. What is or would have been more effective – the reductionist molecular biology vaccine that is now being rolled out or looking at the issue holistically – food, money and other resources to look at situational factors that led to the outbreak. Is containment and treatment more or less effective than prevention?</p>	<p> Learner resource 8.2</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Individual vs Situational Explanations			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>London Riots gang member's interview</p> <p>Ask students to identify what individual and situational factors are to 'blame' for their actions. This could then be extended to suggest what the benefits or limitations are of identifying situational and individual explanations:</p> <p>http://www.youtube.com/watch?v=HjWifAuTwJg – also use in social approach.</p> <p>Homework task: Get students to create a leaflet or poster applying this debate to any example of criminal, celebrity, unusual behaviour of their choice. What individual factors could explain their behaviour and what situational factors? Miley Cyrus twerking at MTV awards is always a good starting point for inspiration.</p>	<p>Milgram, Bocchiaro et al, Freud, Bandura et al, Watt et al, Loftus and Palmer, Grant et al.</p>	<p>London Riots – see teaching ideas.</p> <p>Developmental application for section C on twitter trolls may also be linked to this debate.</p>	<p> Click here</p>



Thinking Contextually

Usefulness			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>Get students to research the wider context of some of the core studies to establish whether they have made changes in society or have had practical applications. This could be done at the end of each study or after all have been learned. Students could then rank which study they believe to either have been or could be more useful based on the insight, practical applications and awareness it gives society.</p> <p>This could also be done as a rolling topic throughout the year – perhaps adopt a place in the classroom for a ‘most useful psychologist’ spot. Students have to consider whether any new studies they learn take over from the initial studies in terms of their usefulness.</p> <p>Learner resource 8.3: Types of usefulness statements to get students to clarify what the term usefulness actually means. This can also be a way to get students to challenge the definition by attempting to link other issues into usefulness.</p>	<p>All studies</p>	<p>Link to Application ideas (Section C) – Freud. Debate the usefulness of Freud’s theories of psychosexual development and the Oedipus Complex.</p> <p>Link to Application idea for Baron-Cohen and socially sensitive research (Section C).</p>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">  Learner resource 8.3 </div>



Thinking Contextually

Ethical considerations			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>Upon reading BPS ethical guidelines either as a homework task or in lesson, play "jeopardy" with the class, whereby each student is given an answer such as the definition of an ethical guideline. They must give the question (the guideline itself). Alternatively use www.socrative.com and create a space race quiz to test their knowledge.</p> <p>Derren Brown's 'trick or treats' offer a good discussion of ethics (both how they are broken, maintained and perhaps how the ends justify the means). Season 1 episode 6 shows 'Jules' signing a consent form and then "witnessing" her own death as a means to make her drive more carefully: http://www.channel4.com/programmes/derren-brown-trick-or-treat/on-demand/42685-006</p> <p>Activity: A nice plenary or next lesson starter to use with ethics is to get the students (as a whole class) to create an ethics playlist on YouTube. Each student or pair has to pick a song for the playlist that they think conveys ethical considerations in some way. Students will then explain why they think their song choice links to the debate. The rest of the class vote on the applicability of their explanation to ethics. The playlist can then be used in lesson or for the students in their revision.</p>	<p>Milgram vs Bocchiaro et al.</p>	<p>Look at the Assisted Dying Bill currently (November 2014) going through Parliament (http://www.bbc.co.uk/news/blogs-ouch-27922966).</p> <p>Get students to debate the ethical considerations FOR the bill to be passed and AGAINST the bill being passed. This will enable students to think beyond the ethical guidelines and consider ethics as a moral issue.</p>	<p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Socially sensitive research			
Teaching ideas/resources for each debate	Key research for each debate	Applications of debate	Resources
<p>Loftus and Palmer: Show students other research from Loftus regarding false memories (lost in a shopping mall: http://www.youtube.com/watch?v=PQr_IJvYzbA) – get them to discuss the socially sensitive nature of her research. Where could it be used in a dangerous manner? What measures should we or did she put in place to prevent this?</p> <p>Teaching after Social Approach would fit in well here as one of the key evaluative issues to consider.</p>	<p>Social Studies</p> <p>Loftus and Palmer – shows how easy it is to create a false memory!</p>	<p>http://digest.bps.org.uk/2012/10/are-eating-disorders-manifestation-of.html – autism is a manifestation of the male brain and eating disorders are female manifestations. Get students to discuss the ethics and socially sensitive implications of research articles such as this.</p> <p>Links to Baron-Cohen application (Section C) here as well.</p>	<p> Click here</p> <p> Click here</p>
Psychology as a Science			
<p>Activity: Experiment carousel – which one is more scientific?</p> <p>Learner resource 8.4 – get students in different groups to try out different experiments. Two could be deemed scientific, two might not. Get students to discuss which ones they think are scientific and why.</p> <p>Learner resource 8.5 – outline of psychology as a science with focus on the key aspects (falsifiability, objectivity, replicability). Get students to consider where in psychology we would find scientific research, i.e. what methods, approaches etc. Best to use after teaching of approaches and core studies.</p>	<p>Sperry and Casey et al vs Freud</p>	<p>Freud article in Application ideas (Section C).</p>	<p> Learner resource 8.4</p> <p> Learner resource 8.5</p>



Thinking Contextually

Section C: Practical Applications

Area of psychology	Study	Application teaching ideas/resources	Resources
Social	Milgram (1963)	<p>Article on medical obedience Learner resource 9.1 from a blog entry. Could get students to actually design the advertisement for the medical product as suggested in the questions.</p> <p>YouTube comments on Adolf Eichmann trial regarding responsibility and choice. Learner resource 9.2 with the link and a selection of these comments with suitable questions.</p> <p>'I was only obeying orders'. How the social approach would explain this: http://insidecroydon.com/2014/08/10/i-was-only-obeying-orders-is-ceo-elverys-latest-excuse/</p> <p>Students answer section c questions in relation to this article: http://www.ocr.org.uk/Images/171771-unit-h567-02-psychological-themes-through-core-studies-sample-assessment-materials.pdf</p> <p>These questions can be applied to any article identified in this section</p>	<p> Learner resource 9.1</p> <p> Learner resource 9.2</p> <p> Click here</p> <p> Click here</p>
	Bocchiaro et al (2012)	<p>https://uk.news.yahoo.com/whistleblower-loses-bullying-claim-124330519.html#h5r48Uj</p> <p>This article might shed some light on why we are often reluctant to disobey and become a whistleblower. Could get students to read the article and debate the individual and situational factors behind why someone would disobey, drawing on Bocchiaro et al's research for examples.</p>	<p> Click here</p>
Cognitive	Loftus and Palmer (1974)	<p>Scientists implant false memory into mice – nice link to both cognitive and biological. Could be a good forum for students to discuss the ethics and usefulness of using animals in research. What are the implications of this development if we transfer the research to humans?: http://www.bbc.co.uk/news/science-environment-23447600</p> <p>Students could identify how Loftus' research relates to this article: http://www.theguardian.com/uk/2009/aug/18/eyewitness-evidence-wrongful-conviction</p>	<p> Click here</p> <p> Click here</p>
	Grant et al (1998)	<p>Students conduct research on the effects of taste, smell, sight and sound on memory, for example: http://www.telegraph.co.uk/news/science/science-news/9042019/Smells-can-trigger-emotional-memories-study-finds.html – identify how the cognitive area would explain such a phenomenon.</p>	<p> Click here</p>



Thinking Contextually

Area of psychology	Study	Application teaching ideas/resources	Resources
Developmental	Bandura et al (1961)	http://www.mirror.co.uk/news/uk-news/miley-cyrus-twerking-kids-copying-2685363 – students should identify developmental and behavioural explanations of the children’s behaviour. Look at explaining behaviour of twitter trolls, in particular refer to a case where someone imitated Jon Venables. This could be applied to either social learning or operant conditioning or simply the concept of developmental psychology in how these individuals are brought up – Learner resource 9.3 .	
	Chaney et al (2004)		
Biological	Sperry (1968)	http://www.blog-thebrain.org/beginner/2014/08/18/the-myth-of-left-brained-and-right-brained-personalities/ – This article might throw some doubt on Sperry’s findings using modern day brain imaging. This can be used as an evaluative tool for Sperry’s research: ask students how we might replicate Sperry’s experiments using modern day imaging. Get them to re-design the study after having researched different brain imaging techniques now available: http://www.dailymail.co.uk/health/article-2262379/Bicycle-accident-A-knock-head-changed-personality-The-good-news-nicer.html – a nice article to apply section C SAM questions to.	
	Casey et al (2011)		
		http://www.youtube.com/watch?v=qc8vxx6J5Xw – Haribo do delayed gratification. In exam question format, get students to use the study/biological psychology to explain why some children cannot resist Haribo. Suggest how we could use the study/biological psychology to improve the diet of children. Evaluate the effectiveness of this suggestion (based on the study, we don’t all have the same levels of self-control, the suggested improvements may work for some but not as well for others etc). http://magazine.nd.edu/news/27926-gotta-have-it-now-right-now/ – how would biological psychology explain our need to constantly look at our phones or messaging? How might we use these ideas to treat someone for an internet addiction? What are the strengths and weaknesses of using biology to explain or treat addiction? How might this link to the reductionism debate?	
			



Thinking Contextually

Area of psychology	Study	Application teaching ideas/resources	Resources
Individual Differences	Freud (1909)	<p>http://www.theguardian.com/books/2002/jun/22/socialsciences.gender – this article asks the question as to whether Freud’s theories were scientific or simply made up stories. This is an interesting debate to have because it gets students to consider whether, for his time, Freud was a scientist, but perhaps not how we would define a scientist now. It can bring in other contextual links to validity and reliability and how we define usefulness of research – is it useful now, was it then?:</p> <p>http://www.dailymail.co.uk/news/article-2703117/NHS-forced-pay-75k-nurse-marriage-broke-developed-OCD-pricked-needle-work.html</p> <p>Split the class: How would the individual differences area explain this story? How could it be managed?</p>	<div data-bbox="1951 475 2107 571">▶ Click here</div> <div data-bbox="1951 595 2107 691">▶ Click here</div>
	Baron-Cohen (1997)	<p>http://www.bbc.co.uk/news/technology-30053748 – get students to discuss the strengths and weaknesses of the suggestion made in the article.</p> <p>http://digest.bps.org.uk/2012/10/are-eating-disorders-manifestation-of.html – autism is a manifestation of the male brain – students to explain how this article highlights the issues of ethics and conducting socially sensitive research, perhaps as well as usefulness.</p> <p>http://www.mirror.co.uk/news/technology-science/science/men-versus-women-whos-best-2880581 – a good article for individual and gender differences. Good discussion point for nature vs nurture and gender bias.</p>	<div data-bbox="1951 740 2107 836">▶ Click here</div> <div data-bbox="1951 860 2107 956">▶ Click here</div> <div data-bbox="1951 979 2107 1075">▶ Click here</div>



Learner Resource 1.1 Adolf Eichmann Trial Transcript

I have heard the Court's severe verdict of guilty. I cannot recognize the verdict of guilty. I understand the demand for atonement for the crimes which were perpetrated against the Jews. The witnesses' statements here in the Court made my limbs go numb once again, just as they went numb when once, acting on orders, I had to look at the atrocities. It was my misfortune to become entangled in these atrocities. But these misdeeds did not happen according to my wishes. It was not my wish to slay people. The guilt for the mass murder is solely that of the political leaders.

I did try to leave my position, to leave for the front, for honest battle. But I was held fast in those dark duties. Once again I would stress that I am guilty of having been obedient, having subordinated myself to my official duties and the obligations of war service and my oath of allegiance and my oath of office, and in addition, once the war started, there was also martial law.

This obedience was not easy. And again, anyone who has to give orders and has to obey orders knows what one can demand of people. I did not persecute Jews with avidity and passion. That is what the government did. Nor could the persecution be carried out other than by a government. But I never... I accuse the leaders of abusing my obedience. At that time obedience was demanded, just as in the future it will also be demanded of the subordinate. Obedience is commended as a virtue.

May I therefore ask that consideration be given to the fact that I obeyed, and not whom I obeyed.

I am not the monster that I am made out to be. I am the victim of an error of judgment.

Retrieved from:

<http://www.nizkor.org/hweb/people/e/eichmann-adolf/transcripts/Sessions/Session-120-03.html>



Learner Resource 1.2 Find someone who...

Aim: To get your grid filled in by the end of the music given.

How: Ask one person each a question from the grid below – write down their answer and write their name in the box. **You can only ask one person one question each.**

Who was Adolf Eichmann?	Where was Milgram's research carried out?	How many people did he use in his sample?	How did they end up participating in his study?
What was the sampling method used? Explain.	What are three characteristics of the sample he used?	What is the method used by Milgram?	What were participants told the study was about?
What ethical guideline was 'broken' right at the start of the study?	Why was it broken?	What role was always allocated to the participant?	What is the name for an actor who played the role of the learner?



Learner Resource 1.2 Find someone who...

What were participants asked to do to test learning?	How many volts did the shock generator go up to?	What sample shock was the teacher given?	What was the teacher told about the shocks?
How much did the shocks go up each time the generator was used?	What was the learner's role?	At what point did the learner stop responding?	What was the experimenter's role?



Learner Resource 1.3 The Ethics of Milgram's Studies of Obedience

Complete the definitions of the ethical issues involved and the arguments for and against Milgram's experiment considering the ethical issues that it raises.

	For Milgram – why he needed to break the guideline	Against Milgram – why he shouldn't have done
Deception: (eg Purposefully misleading participants about the aims of the research that they are a part of. This is done by either withholding information or providing false information.)		
Informed consent:		
Protection of participants:		
Right to withdraw:		
Debriefing:		



Learner Resource 1.4 Key Study Summary

Study Author:

Year:

Title

Background context / previous research for the study:

Aims / hypotheses / research question:



Learner Resource 1.4 Key Study Summary

Research method (underline): Experiment / Observation / Self-report / Correlation / Longitudinal / Snapshot / Case-study

What makes it that method?

Strengths of the method as used in the study	Weaknesses of the method as used in the study

For experiments:

Experimental Design (underline): Independent measures / Repeated measures / Matched Pairs

What makes it that design?

Strengths of the method as used in the study	Weaknesses of the method as used in the study

IV (Independent Variable): How was it manipulated / what are the different conditions of the experiment?

DV (Dependent Variable): How was the DV measured?

Controls:



Learner Resource 1.4 Key Study Summary

Sample details:

Sampling method (underline): Self-selected / Opportunity / Random

How were they gathered using this method?

Procedure details (include tests used, equipment, materials, apparatus):

Type of Data Collected: Quantitative / Qualitative

What makes it that data type?

Strengths of this data type	Weaknesses of this data type



Learner Resource 1.4 Key Study Summary

Findings/results:

Conclusions/explanations of results:

Methodological Issues

Reliability: Is the study replicable? How consistent is the measure? Does it have a standardised procedure?

Validity: Is there something getting in the way of measuring what they wanted to measure eg extraneous variables, demand characteristics?



Learner Resource 1.4 Key Study Summary

Evaluation Issues

Ethics: Were any ethical guidelines broken / how were they maintained:
Deception, confidentiality, harm, debrief, withdrawal and consent

Other evaluations relevant to the study: Pick the key evaluations for this study and comment on how they are an issue e.g. how the study might be reductionist.
Remember to try and offer balanced evaluations (such as how it is both high and low in Ecological Validity).

Ethnocentrism

Reductionism/holism

Nature vs nurture

Ecological validity

Socially sensitive research

Free will/determinism

Individual/situational

Usefulness

Psychology as a science



Learner Resource 1.5 Comparison Between the Key Studies

Comment on the similarities and differences between the two studies on some of the key evaluative issues associated with the studies. Place the similarities in the middle and the differences either side.

Key Study 1

Differences:

Similarities

Key Study 2

Differences:



Learner Resource 2.1 Unjust Scenarios for Students

Starter activity to Bocchiaro et al (2012) Disobedience and whistle blowing

(cut out and give to students individually or in pairs, depending on class size)

Scenario	What would you do?
A teacher tells you that you have failed a test and must re-sit it. However you later find out that she allocated grades at random as she didn't have time to mark it	What would you do? Would you re-sit the exam? Would you tell anyone about the teacher? If so, who?
Your boss at the restaurant you work in divides up the tips equally between all staff who worked the weekend's shifts. You worked 18 hours that weekend and your colleague worked 6 hours but you both end up with £10 tips.	What would you do? Would you complain? Would you tell anyone about the situation? If so, who?



Learner Resource 2.1 Unjust Scenarios for Students

Scenario	What would you do?
<p>You were absent from a psychology lesson as you were in hospital after breaking your leg. Your teacher tells you that because you missed a crucial assessment, you automatically failed that unit.</p>	<p>What would you do?</p> <p>Would you complain?</p> <p>Would you tell anyone about the situation?</p> <p>If so, who?</p>
<p>Your teacher always lets the students in your class who answer her/his questions leave early from the lesson and keeps the other students behind late.</p>	<p>What would you do?</p> <p>Would you complain?</p> <p>Would you tell anyone about the situation?</p> <p>If so, who?</p>



Learner Resource 2.1 Unjust Scenarios for Students

Scenario	What would you do?
<p>Your parents are away but ring to ask you to teach your little brother a lesson for being naughty by locking him in your bedroom cupboard with no light, no food and no TV for a whole day.</p>	<p>What would you do?</p> <p>Would you complain?</p> <p>Would you tell anyone about the situation?</p> <p>If so, who?</p>
<p>You are only a few days away from your 18th Birthday and go to see an 18 rated film at the cinema. However the cinema usher doesn't let you in.</p>	<p>What would you do?</p> <p>Would you complain?</p> <p>Would you tell anyone about the situation?</p> <p>If so, who?</p>



Learner Resource 2.2 Examples of Defiance or Disobedience to Unjust Laws or Authority

For each of the examples given on this Learner resource, research or discuss what the act/acts of disobedience or defiance were.

Were there certain situational factors present that led to the defiance or are there individual factors within the people themselves that led to their disobedience?

Do you think YOU would be capable of such an act of defiance? Give reasons for your answers.

Tiananmen Square protests 1989

Explain the act of defiance:

Situational factors:

Individual factors:

Could YOU defy?



Learner Resource 2.2 Examples of Defiance or Disobedience to Unjust Laws or Authority

Nelson Mandela and defiance against Apartheid

Explain the act of defiance:

Situational factors:

Individual factors:

Could YOU defy?

Oskar Schindler (Nazi Germany)

Explain the act of defiance:

Situational factors:

Individual factors:

Could YOU defy?



Learner Resource 2.2 Examples of Defiance or Disobedience to Unjust Laws or Authority

London Riots

Explain the act of defiance:

Situational factors:

Individual factors:

Could YOU defy?

Daniel James (rugby player, assisted suicide)

Explain the act of defiance:

Situational factors:

Individual factors:

Could YOU defy?



Learner Resource 2.2 Examples of Defiance or Disobedience to Unjust Laws or Authority

Fathers for Justice

Explain the act of defiance:

Situational factors:

Individual factors:

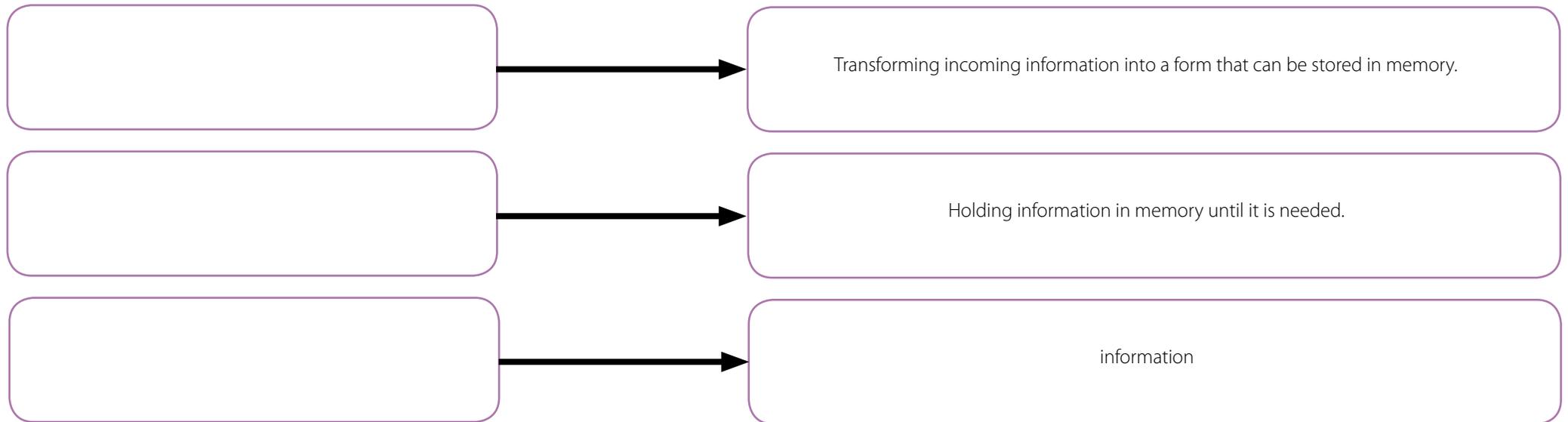
Could YOU defy?



Learner Resource 3.1 Cognitive Psychology – Memory

What is memory?

Memory involves **three** stages:



Learner Resource 3.1 Cognitive Psychology – Memory

Memory has also been thought to have three separate stores which dictate how long information is kept for:

Sensory memory – stores info for fractions of a **second** when it is registered by our senses, such as?

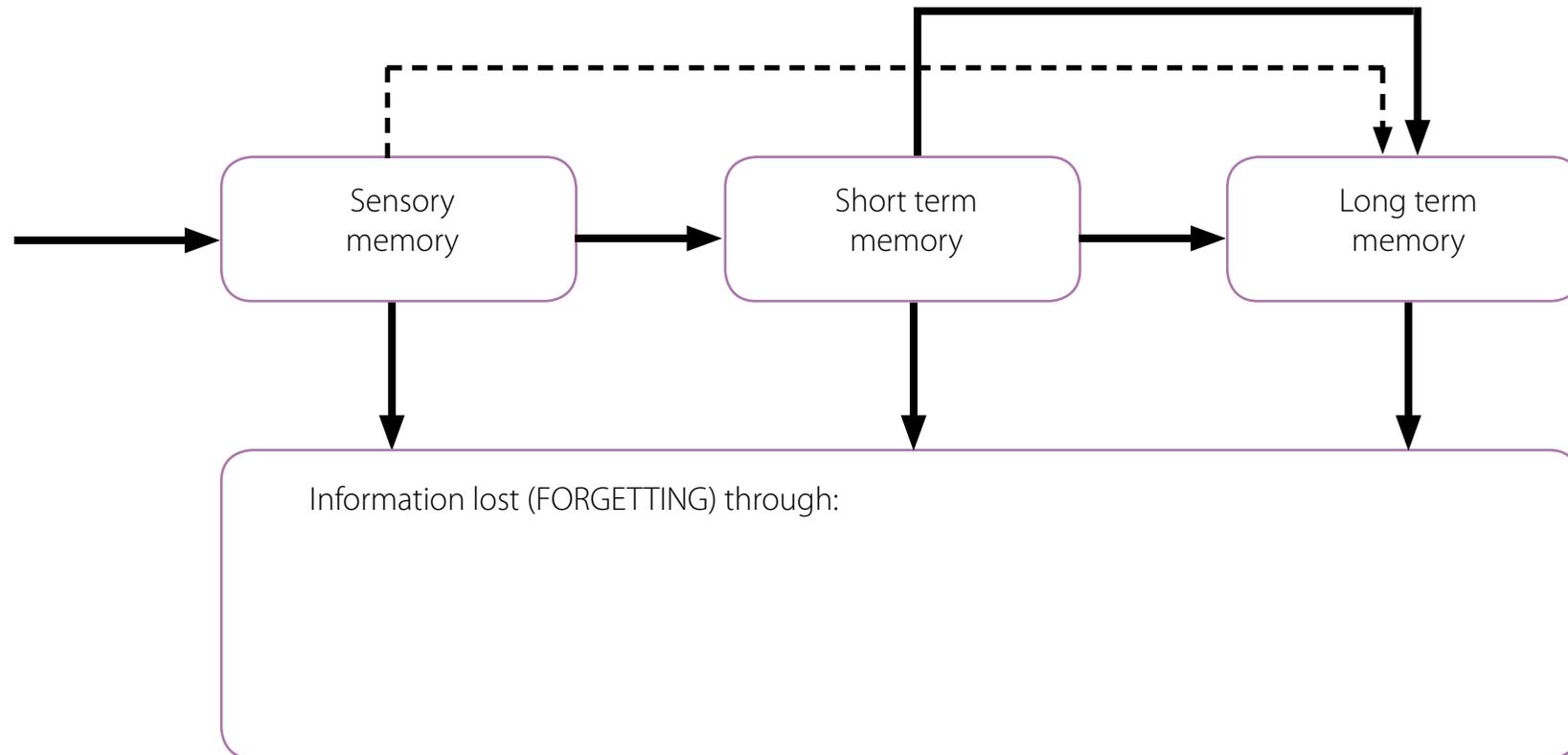
Short term memory – stores info we attend to for around _____ seconds, such as?

Long term memory – stores material for minutes/hours/weeks/a whole lifetime – give an example of something you have stored here after a few weeks:



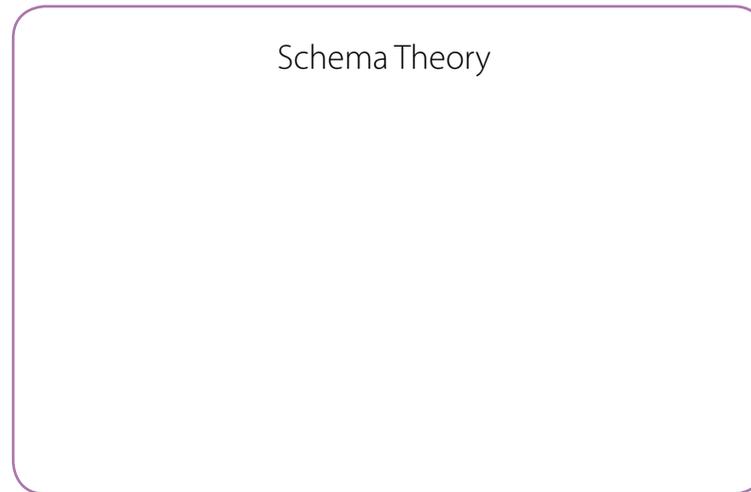
Learner Resource 3.1 Cognitive Psychology – Memory

Models of memory – Atkinson and Shiffrin (1968) – Label the following:



Learner Resource 3.1 Cognitive Psychology – Memory

Factors that influence memory



Learner Resource 3.2 War of Ghosts

Read the following story ready to retell it.

One night two young men from Egulac went down to the river to hunt seals, and while they were there it became foggy and calm. Then they heard war-cries, and they thought: "Maybe this is a war-party". They escaped to the shore, and hid behind a log. Now canoes came up, and they heard the noise of paddles, and saw one canoe coming up to them. There were five men in the canoe, and they said: "What do you think? We wish to take you along. We are going up the river to make war on the people". One of the young men said: "I have no arrows". "Arrows are in the canoe", they said. "I will not go along. I might be killed. My relatives do not know where I have gone. But you", he said, turning to the other, "may go with them."

So one of the young men went, but the other returned home. And the warriors went on up the river to a town on the other side of Kalama. The people came down to the water, and they began to fight, and many were killed. But presently the young man heard one of the warriors say: "Quick, let us go home: that Indian has been hit".

Now he thought: "Oh, they are ghosts". He did not feel sick, but they said he had been shot.

So the canoes went back to Egulac, and the young man went ashore to his house, and made a fire. And he told everybody and said: "Behold I accompanied the ghosts, and we went to fight. Many of our fellows were killed, and many of those who attacked us were killed. They said I was hit, and I did not feel sick".

He told it all, and then he became quiet. When the sun rose he fell down. Something black came out of his mouth. His face became contorted. The people jumped up and cried.

He was dead.

(Reference: Bartlett, F. (1932). Remembering: A Study in Experimental and Social Psychology. Cambridge: Cambridge University Press)

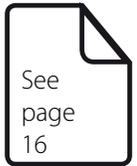


Learner Resource 3.3 Loftus Key Terms

Eyewitness testimony	Descriptions of events given by observers of an event.
Leading questions	A question that suggests what answer is desired or leads to the desired answer.
Memory	The capacity to retain and store information.
Reconstruction	Two kinds of information go into a person's memory of an event: the information obtained from perceiving an event, and the other information after the event.
Schemas	Mental structures that form preconceptions based on previous knowledge and experience.
Experiment one	Loftus investigated the influence on memory of the verb used in a question, such as 'smashed' or 'hit'.
Experiment two	Loftus investigated the influence of post-event information on memory.
Post event information	Information given to subjects such as "did you see any broken glass" after the initial event took place.
Critical question	The question being measured in the experiments to see how the participants would respond to different verbs.
Response bias factors	A conclusion of the study that it was possible that differing speed estimates occurred from demand characteristics.
Memory distortion	A conclusion of the study that participant's recollection of the event was impaired by leading questions.
Complex occurrence	Information is gathered during the perception of the original event, while other information is external and is supplied after the perception of the original event.



Learner Resource 4.1 External Influences on Children's Behaviour



Research the following examples and summarise what the external influence(s) was on the child's behaviour and how it influenced their behaviour. Try to then consider what else could have influenced the child's behaviour.

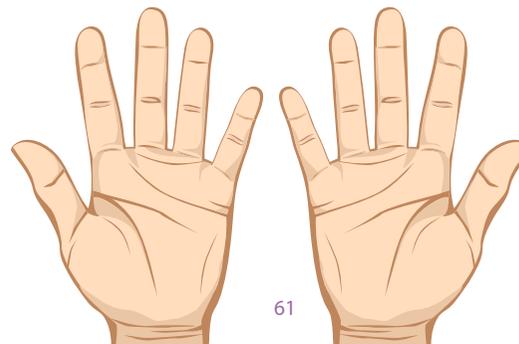
Real life example	What is the external influence (or influences)?	How did it influence their behaviour?	Could there be another explanation other than the external influence?
Jon Venables and Robert Thompson in their murder of James Bulger			
Peppa Pig making children naughty			
Warren LeBlanc murder of Stefan Pakeerah			
Eric Harris and Dylan Klebold (Columbine)			



Learner Resource 5.1 Learning the Sperry Study

Labels for Playdoh Brain to assist with learning the Sperry study:

corpus callosum
left hemisphere
right hemisphere
language
recognition
left hand control
right hand control
left visual field
right visual field



Learner Resource 5.2 Parts of the Brain

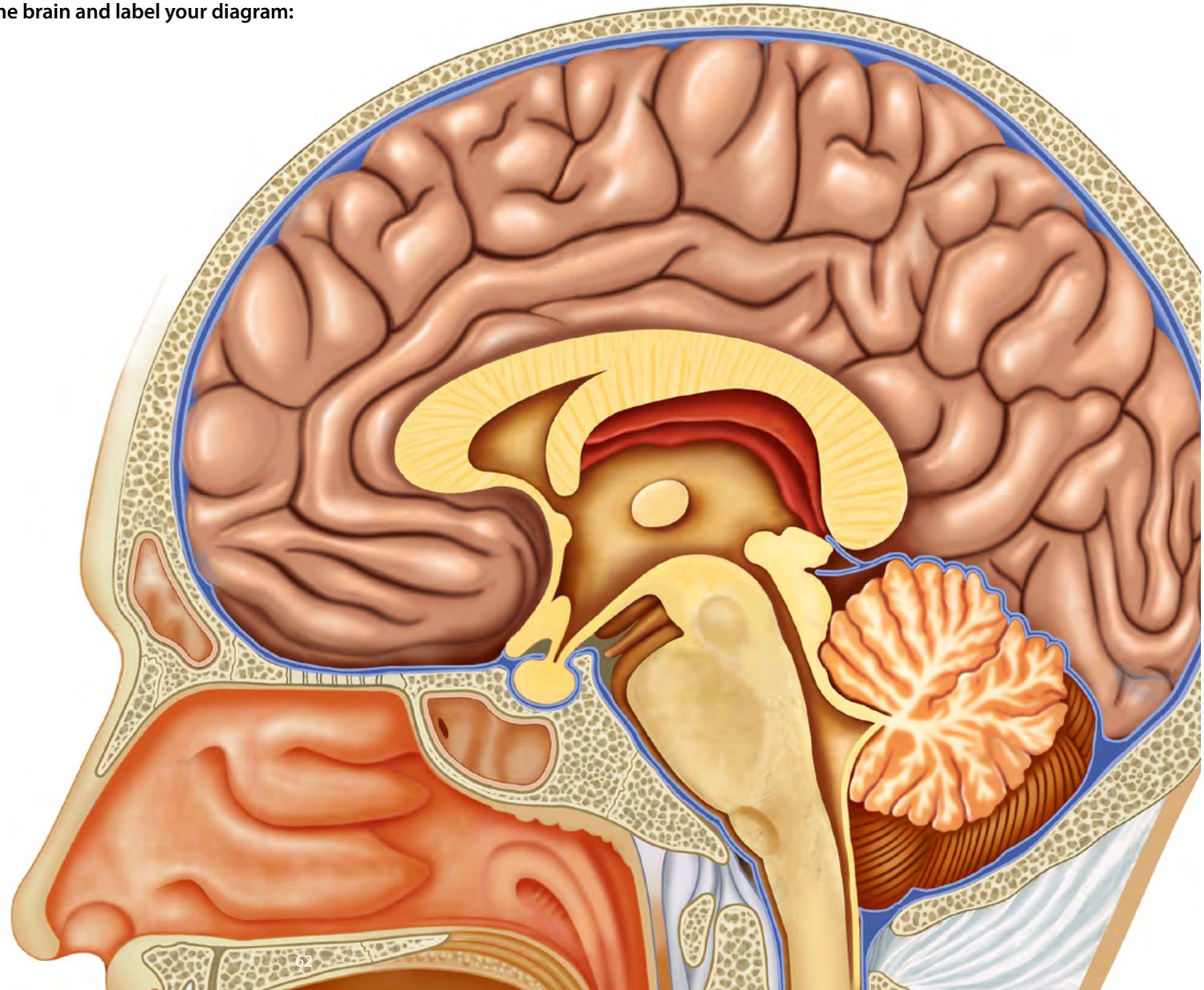
Find the location and function of the following parts of the brain and label your diagram:

Inferior Frontal Gyrus

Ventral Stiatum

Pre-frontal Cortex

Basal Ganglia



Learner Resource 5.3 Comparing Key Studies of Biological Psychology

In order to understand the usefulness of each piece of research and perhaps further issues such as cost, practicality etc, it is important to have an appreciation of what was going on in brain imaging at the time the studies were conducted. Research each year for the two key studies to find out what forms of brain imaging were available to researchers, their uses and their potential evaluations.

	What forms of brain imaging were available?	What uses did they have (what did they measure or show about the brain)?	Potential strengths and weaknesses of the imaging technology available at the time.
Sperry (1968)			
Casey et al (2011)			

What are the key differences between the two studies in terms of the technology and understanding of the brain available when they were conducted?



Learner Resource 6.1 Freud's Case Study of Little Hans

Findings and conclusions

Complete the following table about Hans' anxieties, phobias, dreams and fantasies. You need to be able to describe what happened in each event (the findings), and how Freud interpreted it (the conclusion) but also how you might explain the event with an alternative explanation of your own (or a more realistic one).

	Findings – description	Conclusion – Freud's interpretations and explanations	Alternative explanations – what else do you think could explain this? Was Freud right?
Anxieties			
Towards his mother and his mother leaving	Mother threatened to cut his penis off as Hans was obsessed with touching his 'widdler'.		
Towards his father		Saw him as a rival and wanted him dead due to The Oedipus Complex.	
Towards his sister	Anxiety that he would be dropped in the bath.		

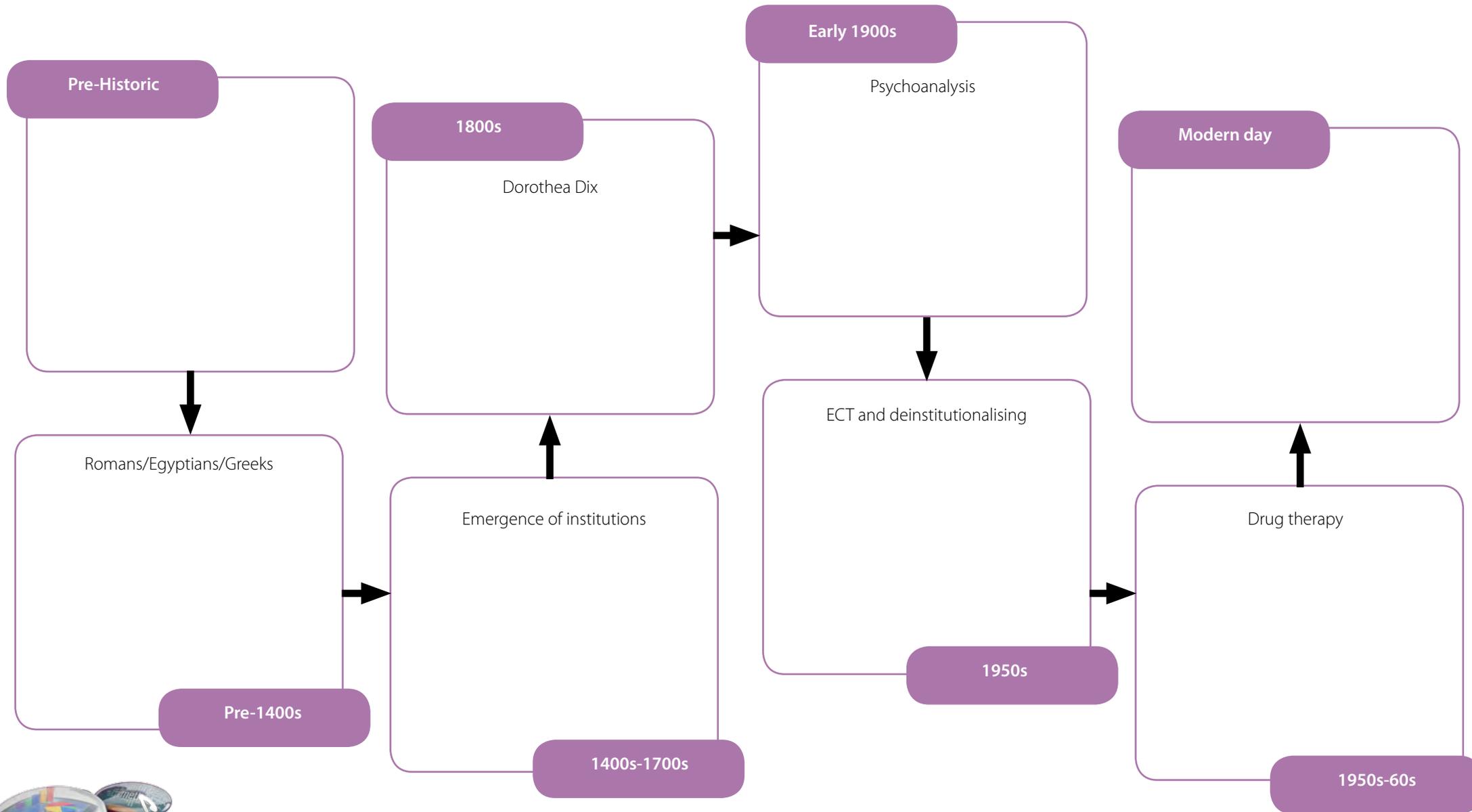


Learner Resource 6.1 Freud's Case Study of Little Hans

	Findings – description	Conclusion – Freud's interpretations and explanations	Alternative explanations – what else do you think could explain this? Was Freud right?
Phobias/fears – outline the description of each phobia or event and, in detail, Freud's interpretation.			
Horse biting	4½ yrs old. Hans hears a father tell his daughter that a white horse might bite her if she touched it. Hans was then afraid of horses biting him.	Castration anxiety. Horses' resemblance to father.	
Horse and loaded carts	Hans saw a horse pulling a bus fall down and kick its legs. Hans thought the horse was dead.		
Dreams/fantasies – outline the content of the dream, what Hans reported to have happened.			
Giraffes		Desire for mother =	
Dreams – resolution of conflicts .			
The plumber		Identification	

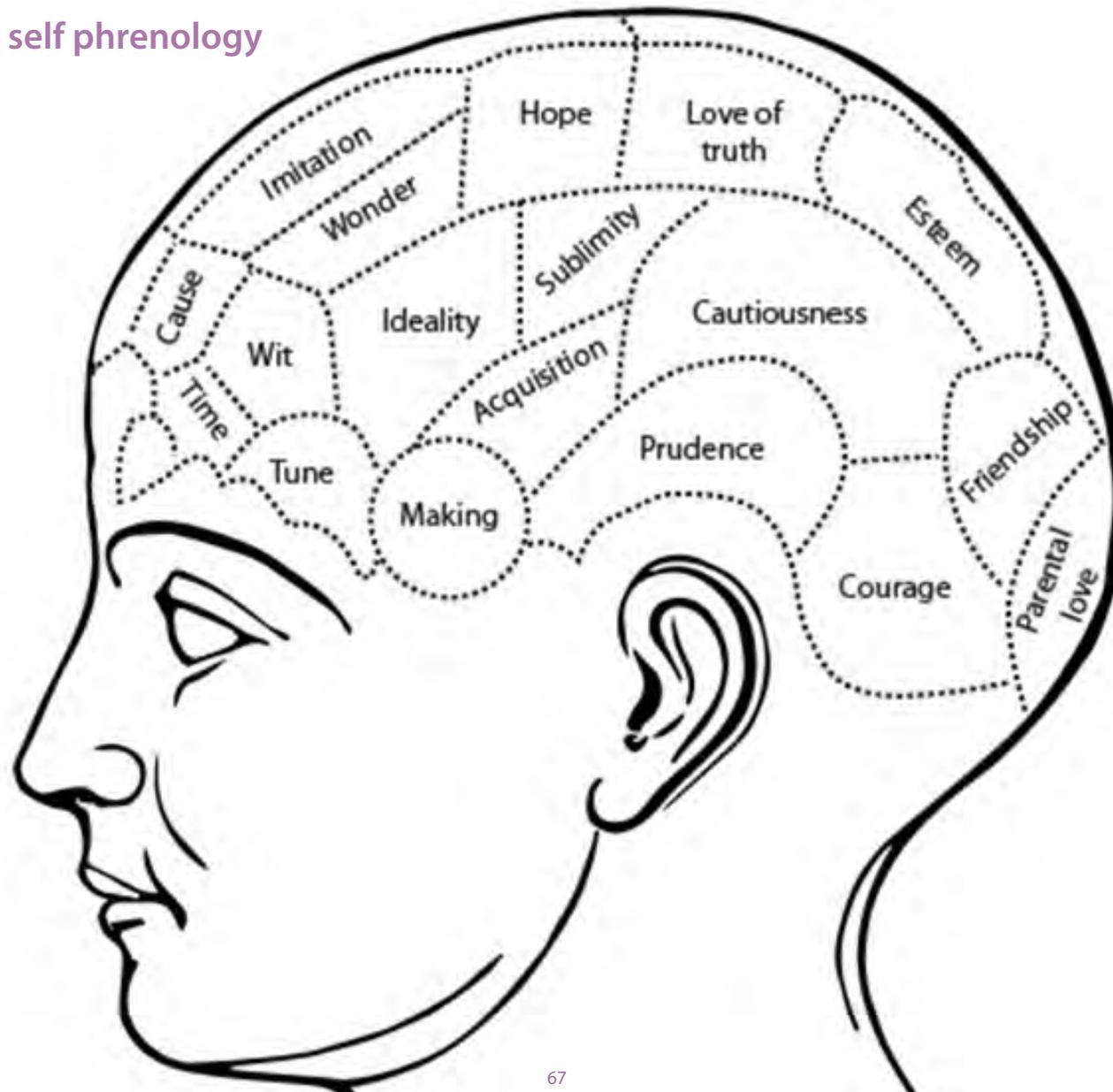


Learner Resource 6.2 Understanding Disorders – A history of Mental Health



Learner Resource 7.1 Understanding Biological Psychology

Conducting your own self phrenology



Learner Resource 7.2 Psychodynamic Dreams

The dream:

You are a boy sitting in the dentist's surgery and you see them hover over you with a menacing look in their eyes. They pull out a large pair of tweezers and pull out your front two teeth. You wake up screaming.

The dream:

You have a dream where you are surrounded by walls of water. They suddenly collapse onto you and you find you are swimming, struggling to stay above the surface. The water then suddenly pushes you from behind so that you fly out of the water onto dry land.

The dream:

The Queen is running after you, screaming your name. You are frightened that she will catch you and tell you off for not paying her a visit at the Palace.

The dream:

A boy's dream: You were surrounded by children in your dream who appeared to know you and like you. Your mother appeared beside you and all the children ran to her and shouted "mummy". They turned and looked at you and shouted "daddy". It was then you realised that you were indeed the father of all these children and your mother was now your wife.

The dream:

You are a married woman (in real life) and you are dreaming that you are walking down Regent Street in London. You stop outside a hat shop and gaze inside adoringly at a beautiful tall hat. Your husband is staring in the other direction, whilst you feel the hat is staring back at you. You enter the shop and purchase the hat.

The dream:

You get home tired from a day's work. The stairs in front of you seem appealing – they lead to your bed and you are very tired. You decide to climb the stairs, going very slowly as you are tired; the staircase seems to go on for a long time, however as you near the top of the stairs you start to walk a bit faster, almost coming to a run as you near the top panting for breath.



Learner Resource 7.2 Psychodynamic Dreams

The dream:

You are on a train with your best friend (of the opposite sex). All of a sudden on the train you see a hammer on the floor. You pick it up thinking it might come in handy. You see the ticket inspector up ahead...wait a minute, you don't have a ticket. Rather than run the other way, you use the hammer, smash the glass window and jump out of the moving train – at which point you wake up!

The dream:

There is a large giraffe and a small giraffe. The small giraffe is lying down and the tall giraffe is sitting on the small giraffe. In your dream you walk up to the tall giraffe and tell it to go away. You then proceed to sit on the small giraffe.

The dream:

One day you are in the bathtub and your sibling (younger) is brought into the bathtub by your mum. Your mum lets go of your younger sibling and they proceed to slip down into the bath so that they are underwater. You think they are drowning and you laugh. Your mother walks into the bathroom and ruffles your hair saying what a funny little boy/girl you are.

The dream:

You wake up (in your dream) to a horrendous sound coming from outside your bedroom window. You get out of bed and notice that the tree outside your bedroom window is surrounded by a pack of white wolves howling very loudly. This sends a shiver down your spine and you run back to your bed, terrified that the wolves are going to get inside your room and attack you in your bed.



Learner Resource 8.1 Nature Nurture Debate in Twin Studies

3. Are the findings from twin studies conclusive? Could there be any factors that you think are overlooked that do affect personality?
4. Is it possible to say that our personality is 100% caused by Nature? Why or why not?
5. Why might psychologists be interested in resolving this debate? What impact would it have on how we view or treat or identify human behavioural traits?
6. Based on this research, do you think it is therefore possible to change your personality? What does this tell you about the long lasting influence of Nature or Nurture?



Learner Resource 8.2 Reductionism vs Holism

Reductionism
Assumptions:

Holism
Assumptions:

Physiological:

Strengths of Reductionism

Strengths of Holism

Humanistic:

Social:

Weaknesses of Reductionism

Weaknesses of Holism

Psychodynamic:

Behaviourist:



Learner Resource 8.3 Usefulness Statements

Useful studies are ones in which participants help the experimenter to carry out the study.

Useful studies are ones which are only done in one country.

Useful studies are only those which are used by the government to support changes in law.

Useful studies are studies done with really large samples.

Useful studies are those done on humans.

Useful studies are those that do not break ethical guidelines.

Useful studies are those that have practical applications for society.

Useful studies are those that can help improve behaviour or performance.

Useful studies are those that can be used to prevent bad behaviour.

Useful studies give us an advanced insight into human behaviour or knowledge.

Useful studies improve awareness of particular issues in society at the time.

Useful studies enhance the reputation of psychology.



Learner Resource 8.4 Psychology as Science Experiments

What does your handwriting say about you?

On a scrap piece of paper, write your signature as you would normally.

Now get someone else on the table to use the following guidance to analyse your handwriting – what does it reveal about you?

Is the signature illegible?

A signature is illegible when the people have a great difficulty in reading the name. You have a desire to be seen but prefer not to be noticed or known. You love to keep things in private. You often seem to be in a hurry.

Is the signature underlined?

A simple straight line under the signature reveals that you are self-reliant and believe in following rules and traditions blindly. When the underline is showy and a bit curly, it shows that you love to seek attention and generally exhibit attention grabbing behaviour. A zig-zag line under the signature reveals a trait of uncertainty; the longer the zig-zag line, the more unsure you are about your ability. A wavy or smile shaped underline is a strong indication that you think you have a good sense of humour.

Is your signature completely different when compared to your usual writing?

This shows that you do not desire to disclose everything about yourself and are therefore trying to create a new identity.

Does size matter?

The size of the signature mainly points out your wish to be noticed. If a signature is extremely large as compared to the handwriting it shows that you crave to be noticed, and are very bold and confident. Medium sized signature shows your desire to just fit in. Smaller size signature indicates less of a desire or, extremely, no desire to be noticed.

How do you dot your i's?

If you have an i-dot in your signature it can reveal a lot about you. A drawn or a creative i-dot shows that you love to stand out as being different. A small, straight line used as an i-dot reveals that you are restless and possibly seem to be always in a hurry. If you completely ignore dotting the i, it shows that you do not heed details and find it very difficult to follow minute details. An i-dot which is long and continues as a lead stroke touching the next letter means you are creative and intelligent.



Learner Resource 8.4 Psychology as Science Experiments

Can you detect lies through just body language?

Your task:

Get in pairs or threes and allocate one person as the 'participant'. This participant must think very quickly of something they did over the weekend (that you can talk about in detail). This must be something the others do not know about. Then I would like you all to talk about this for two minutes; however, while talking to the others the participant must secretly change two of the details of what they did.

Experimenters: Your job is, after the two minutes are up, to try and guess what two details were fibs based on the participant's body language. Use the attached sheets to find out what signs could be detected.

(NOTE: DO NOT SHOW THE FOLLOWING LIST (ON THE ATTACHED SHEETS) TO THE PARTICIPANT! ATTACH THE SHEETS BACK TO THIS SHEET AFTERWARDS FOR THE NEXT GROUP)

Signs that someone is lying:

- Voice is higher pitched.
- Untrue answers to questions are slightly delayed.
- Body and face become stiffer.
- Hand-to-face touching increased, especially nose rubbing and mouth covering.
- Face and hands become a bit paler as blood is withheld from extremities. (A sign of high stress.)
- Nostrils may open wider ('flare').
- Breathing becomes deeper and maybe audible.
- Lips become thinner and tighter.
- Shoulders are pulled up and elbows pulled in to sides more. Body takes up less space.
- Forehead tightens up a little in area between eyebrows.
- Eye contact breaks away from you and eyes may squint or close.
- Heart rate increases.
- Palms of hands are turned down or closed, and not revealed to you.
- Sweating may increase.
- Biting of fingernails.



Learner Resource 8.4 Psychology as Science Experiments

Does colour interfere with your response time for reading?

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

Your task:

In pairs you need to take one of the 'Stroop' sheets on the table and ensure you have a stopwatch or timer (yes you may use your mobile phones – but no texting!).

Time each other one at a time to do the following (write your times on a scrap bit of paper):

1. Read ALL of the **words** in order on the page. Write down your time.
2. Read ALL of the **colours** that the word is written in, you must continue if you make a mistake, correct yourself and move on to the next colour. Again write down your time.

Was there a difference in times?

This is known as the **Stroop effect** and it is a demonstration of the reaction time of a task. When the name of a colour (e.g. blue, green, or red) is printed in a colour not denoted by the name (e.g. the word "red" printed in blue ink instead of red ink), naming the colour of the word takes longer and is more prone to errors than when the colour of the ink matches the name of the colour. This is due to interference as your brain is trying to process two separate things at the same time.



Learner Resource 8.4 Psychology as Science Experiments

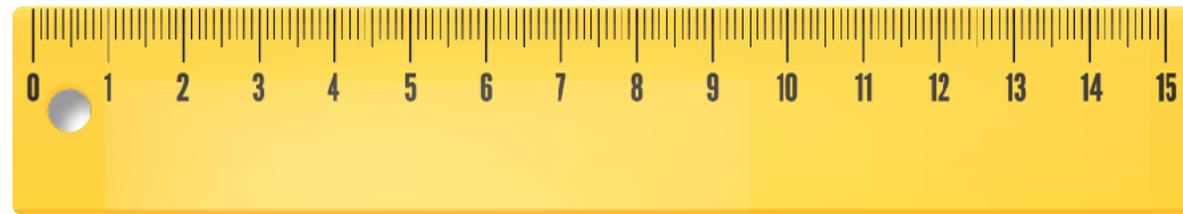
How quick are your reaction times?

Your task:

Nice and easy: You need to work in pairs for this and use your mathematical brains.

Individually write down your time for the ruler drop test as a quick measure of reaction time:

- The ruler is held by your partner between the outstretched index finger and thumb of their dominant hand, so that the top of the thumb is level with the zero centimetre line on the ruler.
- You need to catch the ruler as soon as possible after it has been released by your partner. Don't let go of the ruler!
- Partner – record the distance between the bottom of the ruler and the top of the person's thumb where the ruler has been caught.
- The test is repeated two more times and the average (mean) value needs to be calculated.
- Now swap places and give the other person a go.



Learner Resource 8.4 Psychology as Science Experiments

Does exercise influence concentration?

Your task:

In pairs, **one** of you needs to have a go at the Buzz Game. You will need to have another student count how many 'buzzes' you get on your attempt to get the hook around the whole way. Then plot your results on the graph given on the table (do a small bar so everyone else has space to put their results on).

The other person in the pair will then need to do **10 star jumps** on the spot and then have a go at the Buzz Game. You will need to have the other student count how many 'buzzes' you get on your attempt to get the hook around the whole way. Then plot your results on the graph given on the table (do a small bar so everyone else has space to put their results on).

Is there a difference between your scores?

Has the exercise influenced your levels of concentration?



Learner Resource 8.4 Psychology as Science Experiments



Learner Resource 8.5 Psychology as a Science

Psychology tries to follow an **empirical** approach. This means relying on evidence, rather than imagination, religion or philosophy. The great strength of scientific psychology is that it is often objective; this means the researcher is detached and studies things as they really are, without their beliefs or opinions getting in the way. Scientific psychology tries to go about studying people the same way chemists study chemical compounds, which involves doing the research in carefully controlled conditions, then allowing colleagues to study and criticise your data (this last step is called **peer reviewing**).

On the other hand, there are some limitations with using science to investigate human behaviour. **Humanist** psychologists reject the scientific approach, arguing that you need to understand human behaviour "from the inside" and not in some detached sort of way. Some sort of intuition or empathy is vital for understanding other people. Other researchers argue that the sort of objectivity that scientists value when studying rocks and clouds is just impossible when studying people. Why do you think this is?

To be considered a science, research needs to be considered to have the following three features:

OBJECTIVITY

All sources of bias are minimised and personal or subjective ideas are eliminated. Evidence based on fact not assumption.

Methods in psychology that will be objective:

Approaches that will be objective:

FALSIFIABILITY

Can the theories of research be supported elsewhere?
Can ideas or hypotheses actually be proven?

Methods used that could increase falsifiability are:

Theories that can be proven:

Theories that cannot be proven:

REPLICABILITY

If we get the same results over and over again under the same conditions, we can be sure of their accuracy beyond reasonable doubt.

This gives us confidence that the results are reliable and can be used to build up a body of knowledge or a theory: vital in establishing a scientific theory.

What methods will be most replicable:

In what approaches might these methods be found:



Learner Resource 9.1 Practical Applications of Psychology

Read the blog entry below and answer the questions that follow.

Following Orders: Obedience to Authority Figures in Medicine

This blog thread is about how my visitors feel about following orders from those who might be considered as “authority figures in medicine”. What follows is a series of questions, a sort of a survey.

What do you consider as an order? “Stop your smoking?” “Lose weight” Do you look at a prescription written for you as an order?

If you tend to avoid following orders, is it because you disbelieve the benefit, it is impractical to carry out the order or you believe in personal decisional autonomy and you refuse to follow health orders by others, particularly those who appear as authority? Would you first want to know if those giving you the order would or have followed it themselves? How do you look at a doctor who is giving you not an order but giving you advice? Or how about a recommendation? Do you consider advice differently than an order? If so, what do you see as a difference between recommendation or advice and an order from a personal point of view? Should recommendation or advice be more acceptable to you than an order? Would you consider following such advice based on the professional responsibilities of the authority? For example, would you be more likely to follow advice from a nurse or a pharmacist than from your physician? Or how about from the next door neighbor? Would the neighbor’s personal medical experience represent to you an “authority”?

Do you look upon certain members of the news media who speak about health issues as authority? Would you consider following their advice on their subject? How about pharmaceutical company advertisements? Do you consider the ads as representing the advice of a medical authority? When the ad says for a product “talk to your doctor”, would you be willing to do that?

A lot of questions but without answers from my visitors there won’t be much more to learn from this thread! So, should I order your responses?? ..Maurice.

Retrieved from <http://bioethicsdiscussion.blogspot.co.uk/> on 18th November 2014



Learner Resource 9.1 Practical Applications of Psychology

1. How does the following quote from the Blog relate to the core study of Milgram?
2. Explain how the blog tells us about the importance of conducting socially sensitive research into obedience to authority. Use the article to support your answer.
3. Suggest how we might use the ideas of the Blog to design a suitable advertising programme for a health product that we want people to buy.
4. Evaluate the suggested design you have made.



Learner Resource 9.2 Practical Applications of Psychology

Read the blog entry below and answer the questions that follow.

Ash Ketchum - 1 month ago - This was murder. Regardless of his guilt, who thought he would ever get a fair trial in Israel?



Tony63909

1 month ago - It was reported that, even after ordered by Himmler near the end of the war to stop the deportations, he deliberately disobeyed the order in order to kill as many Jews as possible before wars end. I wonder that, since he had an excuse for everything, what his excuse was for that.

Reply



shay tuck - 4 weeks ago - there is no excuse- he was a sociopath and a dead soul. Believe me when i say on a spiritual level he got his.



Tony63909 - 4 weeks ago - **shay tuck** What I am saying is that he always had an excuse for everything. He refused to take any responsibility for anything that he was a part of. Since this is so, I was just curious as to what he would have said when shown proof that Himmler had ordered him to stop the deportations.

Moderate Fkr 2 months ago (edited) - Cops and council officials all over the world do indeed carry out orders as he described, and of course are doing so in Israel today against Palestinians.

Zachary McDowall - 9 months ago - It's obvious this guy loved killing Jews but it's true about taking orders if he didn't and disagreed he would of been killed himself and replace quite easily! It kinda true human instinct is survival Isn't it?

Comments taken from <https://www.youtube.com/watch?v=QaN7DR8Zj5o> Tuesday 18th November 2013.



Learner Resource 9.2 Practical Applications of Psychology

1. Briefly identify one core study that could be related to the issues being discussed in these comments and explain how it could relate to what they are saying about “his excuse”.
2. How might the comments raised in the above relate to the issues studied in social psychology?
3. Explain how the comments raised might relate to the issue of free will or determinism. Use evidence from the article to support your answer.
4. How might we use the views of people above to inform the criminal justice system on who should qualify for diminished responsibility? Do you think those that act in accordance with the orders of their military commander should be held accountable? Explain your answer with reference to the YouTube comments.



Learner Resource 9.3 Practical Applications of Psychology

The tweets below are in response to a 'troll' posing as Jon Venables, who in 1993 killed 2 year old James Bulger. This individual went so far as to tweet abuse to the mother of James: Denise Fergus. For the full article see here: <http://www.dailymail.co.uk/news/article-2575539/Mother-murdered-toddler-Jamie-Bulger-subjected-vile-abuse-Twitter-troll-posing-killer-Jon-Venables.html>



Sadly, incidents like this of Twitter trolls and others in social media seem to be on the increase, but why? What is the motivation behind these acts of bullying and abuse on such a public forum? How can we look to behaviourist psychology or developmental psychology to explain individuals that carry out these acts?

Suggest strategies that could be used to prevent trolls from continuing their abuse or even from beginning it in the first place:

Evaluate these suggested strategies:





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