**A-Level psychology bridging booklet**

Name:

**How to complete this booklet.**

1. This booklet is designed to run alongside the Open University’s free course ‘Starting with psychology’. Follow the **link on the Google classroom** and create an account. You can then enrol on the ‘starting with psychology course’. When you have completed the course you can print off a free certificate of participation from the Open University.

The course has a number of activities to complete as you work through it. Record your responses/notes in the places provided in this booklet. I have set additional questions for you to answer as you progress. I hope you enjoy it, I did.

1. At the end of each section create a key word list, there is a sheet at the end for you to fill in as you go along.
2. Enjoyed it? The Open University offer other free psychology courses including forensic psychology and developmental psychology. Upload your booklet and copy of certificate.

**Section 1: Studying people.**

Q1. How does the British psychological society define psychology?

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**Activity 1: boys’ toys and girls’ toys**

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| **List your ideas here** | **Reveal discussion, what ideas had you missed? List them here.** |
|  |  |

**Section 2: A brain of two halves**

* 1. **Introduction**

Write down 5 things you have learnt about the brain from the reading.

Draw & label a diagram of a brain like the one shown.

* 1. **The story of split-brain patients.**

Watch this split-brain research <https://www.youtube.com/watch?v=BEdug0wAgd4>

**Questions.**

**1. What is meant by a split-brain operation?**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….**

**2. Why is a split-brain operation carried out?**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

**Roger Sperry (1968)**

3. Explain what happened in Sperry’s study when a split-brain patient was blindfolded and given object to feel with their left hand.

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4. Can you explain why this happened? (if you can’t don’t worry, Sperry’s work is very difficult to follow)

……………………………………………………………………………………………………………………………………………………………………………………………………………………

Watch this to see the experiment <https://www.youtube.com/watch?v=aCv4K5aStdU>

Useful info-

When you see something like ‘Sperry (1968)’ **the** name is the name of the psychologist that did the study, the date refers to when it was published in a scientific Journal. Research has to be checked by other scientists- a process called peer review and then it can be published. If you see a name followed by ‘et al’ it means and others, those researchers who also carried out the study, that’s why it’s important to get your name as lead author.

Watch this clip of the Big bang theory <https://www.youtube.com/watch?v=Cb0t-347OlE>

Activity 2a & 2b

Did you get the answers right?

If not don’t be put off, these are very difficult studies to follow.

*Question; how are split brain patients able to operate normally in real life, outside of the experiment?*

**Section 3 IT’S THE THOUGHT THAT COUNTS**

**3.1 organisation and improved recall**

*Q1 what do cognitive psychologists’ study?*

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**3.2 Using mental images**

*1. How do adults think?*

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

*2. How can memory be improved?*

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3. Describe Raugh & Atkinson (1975) study

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***4.Explain what an independent variable is in an experiment* ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

***5. Explain what a dependent variable is in an experiment***

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

***6. What else do you need to do to make a good experiment?***

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**ACTIVITY 3- identifying variables (I told you this is a science!)**

Write down your answers here

The IV…………………………………………………………………………………………………………………………………………………………………………..

The DV……………………………………………………………………………………………………………………………………………………………………….

A variable that should be controlled …………………………………………………………………………………………………………………………

If you got it right give yourself a treat, if you got it wrong, make your corrections and then give yourself a treat.

**Activity 4: Method of LOCI**

How many shopping list items do you recall after an hour. You can fill the gap by watching this programme <https://www.ted.com/talks/joshua_foer_feats_of_memory_anyone_can_do#t-11014>

Shopping list recall list:

**3.3 FORMING CONCEPTS**

**1. What is concept formation?**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

***2. Give an example***

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Activity 5; Defining a simple concept**

*Write down the defining features of a table*

***3. What is meant by the phrase fuzzy concept?***

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**4. Describe how children overgeneralise when they‘re learning concepts?**

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**Activity 6; a memory test.**

Write down the words you can recall here.

Reveal discussion- words you recalled with the extra cues

***5. In experiments of this kind most participants recall more after they have been given a cue, what does this show us about our memories ?***

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

***Describe Mandler’s (1967) experiments- you can use words or a diagram***

**Activity 7: Identifying variables again**

Identify the IV & the DV in the Mandler experiment

Independent variable (IV)

Dependent variable (DV)

Got it right? Whoop! Whoop!

Got it wrong, make your corrections then have a mini whoop because you keep trying, it will be easier when I’m able to help you in person.

**3.4 Schemas (this is one of my favourites)**

***1. What are schemas?***

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***2. Give an example of a schema***

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***3.Briefly describe Bransford & Johnson’s (1972) experiment to test schema theory. (you don’t need to write out the passage they gave Participants)***

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**………………………………………………………………………………………………………………………………………………………………………………**

***4. Identify the IV and the DV in Bransford and Johnson’s study***

***IV=…………………………………………………………………………………………………………………………………………………………………..***

***DV=……………………………………………………………………………………………………………………………………………………………………***

**Section 4 ADULT & INTIMATE RELATIONSHIPS**

**4.1 Introduction.**

***1. Who has most relationship research focussed on?***

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**2. Contrary to popular belief how are most marriages across the world entered into?**

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***3. What did Buss’ research find about the reasons for getting married in different countries, give two examples?***

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***4. Most research has focused on heterosexual relationships, what have researchers found regarding hetero and homosexual relationships?***

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***4.2 Attraction***

*1. What are the three most important influences in finding another person attractive?*

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* **…………………………………………………………………………………………………………………**
* **………………………………………………………………………………………………………………..**
  1. **Proximity & Familiarity**

1. What is meant by the term ‘proximity’?

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

2. What is meant by the term ‘familiarity’?

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

3. What did Zajonc (1968) mean by the ‘mere exposure effect’

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

* 1. **Similarity**

*1. What are the most important similarities when forming a relationship?*

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*2. Why does Duck (1992) say that these are the most important similarities?*

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

* 1. ***Physical appearance***

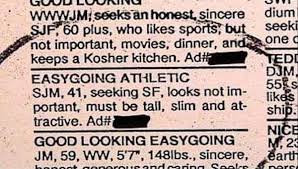
***1. What physical attributes are considered attractive in:***

Both sexes

Males

Females

2. Which is the celebrity you find most attractive?............................................. Do they fit the pattern identified above?



I love Richard Osman, he presents the quiz ‘pointless’ he doesn’t fit the traits above, so what’s going on?



Do you know what ‘personal adverts as mentioned in Cameron’s study are? Well in ye olden days before tinder and the like if you were looking for romance you would put an advert in the personal column of a local paper

3.What does Cameron et al (1997) find in her research regarding how males and females describe themselves?

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**Activity 8 testing Cameron’s research**

***Find the personal ads in a local newspaper (they still have them in the Halesowen news (so I’ve heard!))***

How females describe themselves How males describe themselves

**Evolutionary psychologists look at how humans have evolved to explain current behaviour.**

*4. What does Darwin’s theory of evolution & natural selection state?*

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*5. Based on evolution which type of physical characteristics are the most attractive?*

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**6.** *In Swami & Furnham’s (2006) study (at last a study from this century!) what is the characteristic of females that is found to be attractive across many cultures?*

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*7. How does preferred body weight of females differ between cultures?*

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*8. What is the matching hypothesis?*

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*9. What is your schema for an attractive person? Fill in the characteristics YOU prize in the box below, don’t worry about being shallow, I’m not judging you.*

**4.3 Staying together or falling apart**

*1. What are Sternberg’s three components of love?*

* **………………………………………………………………………………**
* **………………………………………………………………………………**
* **……………………………………………………………………………….**

**Activity 9: Your Relationships**

Notes here

**Reveal discussion to find the key to successful relationships.**

**2. How did Gotteman (1999) collect his data?**

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***3. What characteristics did successful couples have?***

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**Section 5: Group pressure**

5.1 introduction.

*1. What was ‘heaven’s Gate’ & what did they do?*

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Watch this -Cults explained <https://www.youtube.com/watch?v=6NWIfiV1_XQ>

You could also watch ‘Mean girls’ and ‘West side story’ go ahead, its official homework

5.2 In-groups & out-groups

*1. What is meant by an ‘in-group’*

……………………………………………………………………………………………………………………………………………………………………………………

***2. What is meant by an outgroup?***

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***Activity 10: us and them***

Any Extra examples from the ‘reveal discussion’

Examples of us & them thinking in article

***3. Describe the robbers cave study***

***get more details here*** <https://www.simplypsychology.org/robbers-cave.html>

***4. What did Tajfel et al (1971) show in his minimal groups study?***

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***5. How are his findings different to Sheriff’s in the robber’s Cave study?***

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**6. Wetherell (1982) compared North American/British children to Pacific Island & Maori children using the minimal groups test. What did she find?**

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**7. Tajfel and Turner developed SOCIAL IDENTITY THEORY (1979) they proposed 3 stages name each a draw them in the boxes below. Draw them! Mean trick I know, but a different format will make you recall them better, but you know that from section 3, right!**

3.

2.

1.

**8. How does SIT (social identity theory) explain racist attacks?**

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***9. What is a stereotype?***

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*10. Stereotypes and over generalisations help us understand the world, when do they become dangerous?*

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Watch this: The fake link between race and IQ, this is brilliant! <https://www.youtube.com/watch?v=m5aOnGdWr78>

**5.3 Groups and conformity**

**Activity 11: group pressure**

Jot down here times you can think of when you have conformed.

*1. Activity 11 asks you to imagine what you would do in Asch’s experiment. Follow this link to see the study explained and footage from the study*. <https://www.youtube.com/watch?v=NyDDyT1lDhA>

The clip is introduced by psychologist Philip Zimbardo, (I suspect he dyes his hair what do you think? …………..) Responsible for the infamous Stamford prison study, a study so famous they have made at least two films about it. Both are R rated so check with a parent or guardian before you watch, even better watch together and discuss the themes. Remember they are for entertainment so do not provide an accurate representation of the study.

IMDB ‘The Stanford prison experiment’ <https://www.imdb.com/title/tt0420293/>

IMDB ‘The experiment’ (2010) <https://www.imdb.com/title/tt0997152/?ref_=tt_sims_tt>

*2. Draw a bar chart of Asch’s result- label it correctly.*

*3. Identify the 3 variations in procedure that Asch tried AND explain how they affected conformity levels.*

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*4. What factors have some psychologists suggested led to high levels of conformity in the Asch study?*

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**Bond & Smith (1996) found that collectivist cultures were more conformist than individualistic cultures.**

*5. What is a collectivist culture? Give an example*

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*6. What is an Individualistic culture? Give an example.*

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*7. Why is conformity a good thing?*

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**Section 6: What makes us who we are?**

Your brain and biology

**6.1 introduction**

Your social identity



What makes you, you

Your relationships

How you think

***1. These are just the ones that you have covered in this course, what else do you think contribute to what makes you, you. Add them to the picture***.

You could think about Harry Potter and Voldemort, both orphans, raised without love, actually, Voldemort gets a better start than Harry, no one is actually horrible to him! One becomes the evil Dark Lord and one the boy who saves the wizarding world, why!

I love the boy wizard, so any extra Potter based discussion on this topic here will get extra marks



**6.2 Multiple influences**

*1. Give some examples of (within) internal influences on an individual’s behaviour.*

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*2. Give some examples of factors of (outside) External influences on behaviour*

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**6.3 The Zindane head-butt**

**Activity 12: the incident**

Read the description and make notes on what you think may have happened. Zidane head-butt on you tube <https://www.youtube.com/watch?v=zAjWi663kXc>

Psychologists must be careful to distinguish between what they observe, and what they infer.

*1. What did you observe in the you tube clip of Zidane and what did you infer*

Inferences

Observations

**6.4 Zidane’s background**

**Activity 13 Why did he do it?**

Jot down all the different explanations **you** can think of as to WHY Zidane head-butted the other footballer man.

What explanations do the public come up with for Zidane’s behaviour?

**Activity 14: explanations from three psychologists.**

**Summarise their explanations below**

|  |  |  |
| --- | --- | --- |
| **biological** | **cognitive** | **Social** |

**Finally,**

**Write a paragraph explaining how the three approaches interact to explain Zidane’s behaviour.**

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**Almost done you just need a list of key terms from each section**

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| **Section 1 studying people** | |
| **Key term** | **definition** |
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| **Section 2** | |
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| **Section 3** | |
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| **Section 4** | |
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| **Section 5** | |
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| **Section 6** | |
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| **Any extras you want to include** | |
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