

Delegate Booklet

Course Title:
**Edexcel A Level Psychology (2015):
Approaches for delivering A Level
Psychology**

17BAY01

About this event

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Course Code: 17BAY01

Aims and Objectives of the event

1. Discuss general approaches to delivering the Edexcel Psychology 2015 specification, with a focus on Year 2
2. Focus on approaches for teaching theories, and studies relevant to the A-level Edexcel Psychology 2015 specification
3. Focus on approaches for teaching research methods, maths, and practical investigations relevant to the A-level Edexcel Psychology 2015 specification
4. Explore assessment of the A-level Edexcel Psychology 2015 specification with possible approaches to communicate effective examination technique to students
5. Have the opportunity to network with other teachers

Agenda

Time	Item
9.30 – 10.00	Welcome <i>Tea & Coffee</i>
10.00 – 10.15	Agenda & Introductions
10.15 – 10.30	Section One: Requirements for Year 2 delivery
10.30 – 11.15	Section Two: Studies
11.15 – 11.30	<i>Tea & Coffee break</i>
11.30 – 12.30	Section Three: Theories
12.30 – 1.15	<i>Lunch</i>
1.15 – 2.00	Section Four: Maths, research methods and practical investigations
2.00 – 2.15	<i>Tea & Coffee break</i>
2.15 – 3.00	Section Five: Assessment
3.00 – 3.15	Support and contacts
3.15 – 3.30	Review and Questions



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Activity 1 – Studies

Purpose:

- To identify different parts of a research study
- To share good practice on how to deliver a research study

Instructions:

- Identify the AO1 points for the Classic Study covered in Clinical Psychology by Rosenhan (1973) and then separate them into Aim, Procedure, Findings, Conclusion(s).
- Then use the box on the next page to think about how you would teach the study.

Rosenhan (1973)

- They were admitted for 7-52 days, with the average being 19 days. Staff saw normal behaviours as aspects of their supposed illness (e.g. the obsessive writing behaviour)
- 8 pseudo-patients (3 women, 5 men) sent to 12 hospitals in the USA where all participants said they could hear voices (saying 'empty', 'hollow' and 'thud')
- A range of hospitals was used from around the USA (old and new, well-staffed and not, good funding and poor funding) so the findings are generalisable to the USA.
- Participants approached staff and made the request 'Pardon me, could you tell me when I am likely to be discharged?'
- The study was a participant observation which means the pseudo patients may have been selective and biased in what they recorded in the hospitals which questions the validity of the findings.
- To see whether sane people could be distinguished from the insane using the DSM
- The DSM (DSM II at the time) was not a valid tool to diagnose mental disorders
- None of the pseudo-patients were detected as being sane. Seven were given the diagnosis of schizophrenia and one was diagnosed with manic depression (now Bipolar)
- The staff were unaware they were part of a study so there was deception which is considered unethical.
- They gave false names and occupations, but everything else was true. As soon as they were admitted they reported no more abnormal symptoms (some were nervous though)
- The study was a field experiment which was carried out in actual hospitals with real staff so there is high ecological validity.
- The pseudo patients experienced life as a real patient in the psychiatric hospitals so there is internal validity as they would have to carry out the same tasks as real patients.
- Staff in psychiatric hospitals cannot reliably distinguish between sane and insane people]
- Staff tended to ignore patient requests, invaded privacy and acted in a way that dehumanised patients. Regarding the request made by pseudo-patients, staff treated them as invisible (88% nurses, 71% psychiatrists ignored them)



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Notes on delivering Rosenhan's (1973) Classic Study (Clinical Psychology)



Activity 2 –Theories

Purpose:

- To identify different parts of a theory
- To share good practice on how to deliver a theory

Instructions:

- Identify which points below would be AO1 and which would be AO3 from the points below concerning Social Learning theory from the Learning theories topic.
- Try to put the AO1 in order of the process of learning and separate the AO3 points into strengths and weaknesses.
- Use the box on the next page to plan how you would deliver Social Learning theory.

Social Learning theory

- The observer is externally motivated to continue the behaviour in future as they have been rewarded by an external source such as gaining popularity from peers for winning a fight.
- Retention is where the observer remembers the different steps involved in the behaviour being displayed so this could be remembering the aggressive hitting and shouting shown by the role model.
- Censorship, such as 18 ratings on films, could be used to prevent young people observing socially unacceptable behaviour which may prevent them from imitating this behaviour.
- Attention is where the observer initially watches the role model's behaviour and is interested in their behaviour which could be acting aggressively.
- Identification is where an individual looks up to an aggressive role model who is generally of the same-sex, has something like power or fame that the observer wants, and is admired by the individual.
- An alternate theory to social learning theory is biological theory which assumes behaviour is caused by internal factors such as genetic inheritance of aggression (e.g. through the MAOA gene) rather than external factors.
- Self-reinforcement is where the individual is motivated to continue the behaviour in future as they have been rewarded by an internal source such as feeling excited about winning a fight.
- Bandura, Ross, and Ross (1961) found that children would observe and imitate same-sex role models by acting aggressively to a Bobo doll.
- Motor reproduction is where the individual has the ability to carry out the behaviour such as being able to hit and shout at their friend at school after watching their role model acting aggressively.
- Assumes that learning is due to modelling which involves the observation and imitation of role model behaviour.
- It is difficult to infer cause and effect with social learning theory because there are other factors that could influence behaviour such as financial factors such as a recession may lead to aggressive behaviour rather than observing a role model.



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Notes on delivering Social Learning theory (Criminological psychology)

Activity 3 – Combining maths, research methods, and practical investigations

Purpose:

- To show how a maths, research methods, and practical investigations can be combined
- To share good practice and ideas how to consolidate maths, research methods, and practical investigations

Instructions:

- Read through the Primack et al.'s (2008) study and make any necessary annotations and notes and seek clarification if needed about the study.
- Identify the features of a laboratory experiment from the Primack et al. (2008) study individually, in pairs, or small groups.
- Look at the possible replication and share ideas on how this study could be done as a practical investigation.
- Use the notes section to share ideas with others about how this could be done with a different study, research method, and practical investigation on the 2015 specification.

Primack et al. (2008)

The researchers performed a content analysis of substance use in contemporary music. They analysed 279 of the most popular songs from 2005 according to a US magazine called Billboard. They asked two independent coders to code portrayals of substance use using a standardised data collection instrument. The coders were looking at the use of substances in the music, which focused on presence, explicit use, motivations for, associations with, and consequences of substance use. The analysis of the 279 songs revealed that 33.3% portrayed substance use and that it varied significantly ($p < 0.001$) by genre with the most references in rap songs (77%) and least in pop music (9%). The researchers considered the types of drugs used with alcohol being the most frequent and tobacco the least. Substance use in the songs was most often motivated by peer/social pressure and use was commonly associated with partying, sex, violence, and/or humour. Anti-use messages were very infrequent (only 4%) with none portraying substance refusal. The conclusion made by the researchers was that the average adolescent is exposed to approximately 84 references to explicit substance use daily in popular contemporary music and that a majority of the references are motivated by peer acceptance and sex.

Primack et al. (2008) used a content analysis. The features below tend to be common for a content analysis. Try to identify the following features from Primack et al. (2008):

- 1. Source of media being analysed**
- 2. Categories (themes) established to code**
- 3. Qualitative data being transformed into quantitative data**
- 4. Tallying / counting**
- 5. Supportive quotes as evidence**

Practical investigation

Conduct a partial replication of the Primack et al. (2008) study comparing UK and US music.

Students analyse the top 40 songs from the UK BBC Radio 1 chart and the top 40 singles from the US Billboard chart for a chosen week.

UK or USA?	Artist	Song	Chart Position	No. of drug references	Evidence (Supportive quotes)

	UK	USA
Number of songs with drug references		
% of songs with drug references		



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To analyse the data using a statistical test a chi squared test can be used.

	UK	USA	Totals
Drug references			
No drug references			

Expected frequencies (**E**) = $\frac{\text{Row total} \times \text{Column total}}{\text{Grand total}}$

		Observed	Expected	O – E	O – E ² / E
UK	Drug				
	No drug				
USA	Drug				
	No drug				
Chi-squared =					



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Chi squared distribution formula

$$\chi^2 = \sum \frac{(o - e)^2}{e} \quad df = (r - 1)(c - 1)$$

Critical values for chi squared distribution

Level of significance for a one-tailed test						
	0.10	0.05	0.025	0.01	0.005	0.0005
Level of significance for a two-tailed test						
df	0.20	0.10	0.05	0.025	0.01	0.001
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.49	23.54	26.36	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

Using your chi squared value and the table of critical values do your findings support or reject the null hypothesis?

Activity 4 –Assessment of studies and theories / explanations

Purpose:

- To consider how studies and theories/explanations will be assessed in the 2015 specification
- To share ideas and good practice

Instructions:

- Work in pairs or small groups
- Identify the Assessment Objective for each of the questions below. The options are:
 - a. AO1 only
 - b. AO2 only
 - c. AO1 and AO2
 - d. AO1 and AO3
 - e. AO2 and AO3
 - f. AO1, AO2, AO3

Tom is busy with his schoolwork and revision. He is told by his teacher, Mrs Smith, to make sure he turns up to lessons early so that he can run errands for her. Mrs Smith orders Tom to do her photocopying and help prepare the classroom for her lessons. Using agency theory, explain why Tom might have obeyed Mrs Smith's orders even though he was busy. (4)

Discuss how the multi-store model of memory explains how language is learnt in a formal classroom setting. You must make reference to the context in your answer. (8)

Identify the type of reinforcement being used in the following examples. (i) If Grishma cleans her mother's car, she gets extra pocket money. (1)

Evaluate the issue of reductionism in relation to the use of biological and learning theories in explaining human behaviour. (12)

Drug misuse is considered by some psychologists to have a biological basis. However, other psychologists also argue that the environment in which the person lives provides an explanation for drug misuse. Evaluate the nature and nurture explanations of drug misuse with reference to the two types of belief above. You must make reference to the context in your answer. (16)

Define the terms 'encoding' and 'capacity' as they are used in cognitive psychology. (2)

Explain how social identity theory supports the findings of this study. (6)

Assess how both biological and psychodynamic theories have been used to explain aggression. (8)

Evaluate the application of social learning theory as proposed by the therapist in helping Lu. You must make reference to the context in your answer. (12)

Give one conclusion of Raine et al's (1997) study. (1)

Evaluate the view that schizophrenia has a stronger biological basis than other mental disorders. Refer to one other mental disorder in your response. (20)

Describe the theory of reconstructive memory. (4)

Explain two strengths of the methodology used in Raine et al's (1997) study. (4)

Mr Williams is in his early 70s and has lived alone since his wife died two years ago. Recently he has been having problems remembering if he has taken his medication. He repeatedly asks people what day it is and remembers the answer only briefly. He recognises his children but forgets that he has a new grandson who is two weeks old. The multi-store model of memory (Atkinson and Shiffrin 1968) has been used in practical applications to help people with memory loss. Discuss the multi-store model of memory in terms of Mr Williams's ability to cope with everyday life. (8)

Space for notes



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Activity 5 –Assessment

Purpose:

- To show examples of assessment activities
- To share ideas on good practice concerning assessment

Instructions:

- Work in pairs to complete the activities below
- Discuss what strategies you use and share ideas with others
- Plan your own assessment activities in the space on the final page.

Activity A – order the sentences

- Look at the sentences below. Try to put them in the correct order.

Sentence (a): The observer initially pays attention to the role model's behaviour so notices and is interested in them acting aggressively.

Sentence (b): The observer is finally motivated to continue the aggressive behaviour in future as they have been rewarded in some way such as being held in high esteem by their peers for winning a fight.

Sentence (c): Social learning theory suggests that an individual identifies with a role model who is generally of the same-sex, has something like power or fame that the observer wants, and is admired by the individual.

Sentence (d): The observer then retains the different steps involved in the behaviour being displayed so remembers the aggressive hitting and shouting shown by the role model.

Sentence (e): The aggressive behaviour can be reproduced by the observer as they have the opportunity and capacity to hit and shout at their friend at school.

Correct order is:

Activity B – correct the spelling and grammar errors

- Look at the paragraph below. Try to correct the errors in the spelling and grammar.

*William, admires, his, older brother Brian who is vrey popular with his freinds.
William saw his older borthor Brian go in to a local sohph and take some sweets. He
paid attention to how brian waited until security were not looking and then
remembered how he used his caot to conceal him taking the swetes without paying
for them. William went to his local shop the next day and stool some sweets in a
similar manner to Brian and was Rewarded By His Popularity increasing at school.
This moativated William to steele more sweets after scool again.*



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Activity C – gap fill paragraph

- Look at the paragraph below. Some words are missing – fill in the blanks using the terms below.

Bandura (1961, 1963) found that children would observe and imitate aggressive behaviour from _____ adult role models. This supports social learning theory because the children _____ with their role model and _____ the behaviour. However, this study took place in a university nursery which is in an _____ set of rooms which is not like a playground. This weakens this evidence for social learning because the theory is trying to explain real world behaviour so this lacks _____. Cook and Mineka (1989) found that monkeys acquired a fear of toy _____ but not flowers through observational learning which supports social learning as they _____ and _____ the role model monkey reactions. One weakness with social learning theory is that it largely ignores _____ reasons for behaviour whereas the biological approach assumes that _____, _____, and the _____ have an influence on psychological traits and behaviour.

validity internal observed imitated same-sex modelled unfamiliar
snakes genes hormones brain identified



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Space to plan your own assessment activities



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PERSONAL LEARNING

Things to do:

-
-
-
-
-

Things to avoid

-
-
-
-
-

Your ideas: