**Psychology: Introduction and Summer Homework**

Welcome to Psychology AS and A level, we really hope that you enjoy this introductory day and get a brief idea about what Psychology is and how you learn it at BHASVIC.

Topics covered at AS are: *See AQA A specification (www.aqa.org.uk)*

Unit 1 – Examination in May 2014: 90 minute exam with short and medium answer questions

* Cognitive Psychology: Memory
* Developmental Psychology: Attachment
* Research Methods and Statistics

Unit 2 – Examination in May 2014: 90 minute exam with short and medium answer questions

* Biological Psychology: Stress
* Social Psychology: Social influence
* Individual Differences: Psychopathology

Today’s session will focus on the first topic you will learn in September: **Memory**

What do you know already about human memory?

Why is it useful to know about memory?

**TASK 1**: Listen to the instructions from the teacher. When he or she has finished, please ask for clarification if you do not understand any of the instructions.

**TASK 2**: Watch the video and answer the questions that follow.

1.

2.

3.

**TASK 3**: Write your answers here.

How many did you remember correctly? \_\_\_\_\_\_\_\_\_\_

**TASK 4**: In Psychology, we often require some data analysis to see whether our findings show an effect. For this, work out the mean average for each group in the class.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total of words recalled | Number of participants | Mean average |
| Group 1 |  |  |  |
| Group 2 |  |  |  |
| Group 3 |  |  |  |
| Group 4 |  |  |  |

**TASK 5**:Draw a bar chart representing the mean averages above. Don’t forget to give it a title and label the axes.

|  |  |
| --- | --- |
| 15 |  |
| 14 |  |
| 13 |  |
| 12 |  |
| 11 |  |
| 10 |  |
| 9 |  |
| 8 |  |
| 7 |  |
| 6 |  |
| 5 |  |
| 4 |  |
| 3 |  |
| 2 |  |
| 1 |  |
| 0 |  |

Group 1 Group 2 Group 3 Group 4

Which group recalled the most? \_\_\_\_\_\_\_\_\_\_ Which group recalled the fewest? \_\_\_\_\_\_\_\_\_\_\_

Why do you think this is?

Can you think of any ‘flaws’ with the methodology of this experiment?

What does evidence such as this tell us about effective use of memory strategies?

**TASK 6:** Read through the four definitions below. Which memory strategy were you asked to use and was it successful.

**Acrostics:** These are strategies that take the first letter of each item and these are used to make a sentence or rhyme. The rhyme is easy to remember, and the first letters act as cues to help retrieve the other information. The assumption here is that forgetting occurs not because the information is lost from long-term memory, rather there is a failure to retrieve the information.

**Simple Rehearsal:** Repeating a list of words over and over in your head or out loud. One theory suggests that by repeating information, it is passed from ‘short-term’ memory to ‘long-term’ memory.

*Continued overleaf…*

**The Method of Loci:** Placing items of a list into various familiar ‘locations’. This might be in certain places in a familiar room, or landmarks on a well-known journey. This method has been used by successful orators throughout the ages, such as Cicero (important Roman politician). It is a successful technique to help people with dyslexia revise for exams, or in Kara Tointon’s case, learn her lines for East Enders.

**Organisation:** One way to remember information is to create categories, and ‘file’ the items under each heading. The person only needs to remember the title and this should open access to the items. It is thought that this mirrors how the brain organises information, although the evidence is inconclusive.

Strategy used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Successful? \_\_\_\_\_\_\_\_\_\_

**TASK 7:** It’s good to know why people do things, but it’s even better to use this knowledge to help people. In trying to understand human behaviour, psychologists also devise ways to help people and improve their lives.

How can this knowledge about improving memory help people…

* With exam revision
* With dyslexia
* Eye-witness testimony (the report of a crime that witnesses give to police)
* Psychology students state that there is a lot of content to learn in Psychology. Now that you are aware of these strategies, what resources could you develop to help you with your examinations in May 2014?

This is a good example of how you can use the information you learn in Psychology to help yourself develop. This should encourage you to begin to make valuable and effective revision materials. Evidence shows that reading through the material before the exam will not be as effective as these and other techniques.

**Summer Homework**

This homework **must be completed by the first psychology lesson in September**. Please bring in this pack ready to be checked by your teacher.

1. **HW Task 1:** Make a list of the revision techniques you used for GCSE and state whether they were successful or not. Please be honest, you will not be judged by us.
2. **HW Task 2:** Read the article and then complete the table attached.
3. **HW Task 3**: Your first Psychology experiment. Follow the instructions below (read them all before you start the experiment).
4. Devise a list of 20 one-syllable words (car, hat, dog, etc.)
5. Think of six people that you know (family and friends). Ask them if they are happy to take part in a memory test that will take about 25 minutes of their time. If they do not want to take part, do not pressure them. Tell them that no names are recorded, and all results will be confidential.
6. (**condition 1**) Ask three of these people you know to read the list 10 times out loud. Make sure you note each time so you know they have done this ten times. Do this with individuals and not in a group.
7. (**condition 2**) Ask three different people to read the list once, then test them immediately on how many they remember. Do this five times on each of the three people in this group using the same list (they may improve each time, don’t worry about this). Do not record how many the remembered during this part. Do this with individuals and not in a group.
8. Now wait for up to 15 minutes, The participants can do what they please, but ask if they can be available in 15 minutes time.
9. After 15 minutes, test the participants on the words, but do not allow them to see the list before the test.
10. Write down how many correct answers they gave. Do not count the incorrect answers.

1. Thank them for taking part in your Psychology experiment, and debrief them (this means tell them) about the aims of the study. Inform them that their score is not a reflection of their cognitive abilities, and ask if they are happy to use their scores in your study. If they are not. You must destroy the data.
2. Record how many correct words each participant remembered after the 15 minute break, and work out a mean average for the three people in each condition.
3. Write up your findings and conclusion on the homework sheet provided.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HW Task 1**: My revision techniques used for GCSE and where they were successful?

**HW Task 2**: Fill in this table from article “How to improve your memory”

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Description** | **Effective? (yes/no)** | **One Limitation** |
| Method  of Loci |  |  |  |
| Pegword  Technique |  |  |  |
| The Story  Method |  |  |  |

**HW Task 3**: Write up of my experiment (the first paragraph written by us introduces the topic other readers)

The hypothesis tested was whether people learned better by simple rehearsal, or the learn-test method. Previous research by Roediger and Karpicke (2006) found that participants who read a scientific text once and were then immediately tested remembered 50% more information three weeks later, than participants who were asked to read the passage four times, but were not tested.

**Findings** (Fill in the table)

|  |  |  |
| --- | --- | --- |
|  | Mean average | Range |
| Condition 1 (simple rehearsal) |  |  |
| Condition 2 (learn-test method) |  |  |

**Conclusion** (what have your findings shown?)

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

**Discussion**

1. What advice would you give students who were revising based on your findings?

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1. What flaws did your experiment have?

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