



**BHASVIC  
PSYCHOLOGY  
DEPARTMENT**

**STUDENT  
HANDBOOK**



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# The Specification

You will be taking the AQA two year linear A level in Psychology. This will be examined in three two hour exams at the end of the two-year course. There is no coursework. The course content is as follows:

## Paper 1: Introductory Topics

### Social Influence:

- Types of conformity; Explanations for conformity; variables affecting conformity; Asch's research
- Conformity to social roles
- Explanations for obedience
- Explanations of resistance to social influence
- Minority influence
- The role of social influence processes in social change

### Memory:

- The multi-store model of memory
- Types of long-term memory
- The working memory model
- Explanations for forgetting
- Factors affecting the accuracy of eyewitness testimony
- Improving the accuracy of eyewitness testimony, including the use of the cognitive interview

### Attachment:

- Caregiver-infant interactions in humans
- Stages of attachment identified by Schaffer
- Multiple attachments and the role of the father
- Animal studies of attachment
- Explanations of attachment: learning theory and Bowlby's monotropic theory
- Ainsworth's 'Strange Situation' and types of attachment
- Cultural variations in attachment
- Bowlby's theory of maternal deprivation
- Romanian orphan studies: effects of institutionalisation
- The influence of early attachment on childhood and adult relationships

### Psychopathology:

- Definitions of abnormality
- The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD)
- The behavioural approach to explaining and treating phobias
- The cognitive approach to explaining and treating depression
- The biological approach to explaining and treating OCD

## **Paper 2: Psychology in Context**

### **Approaches in Psychology:**

- Learning approaches: the behaviourist approach, social learning theory
- The cognitive approach & the emergence of cognitive neuroscience
- The biological approach: the influence of genes, biological structures and neurochemistry. Evolution and behaviour
- The psychodynamic approach
- Humanistic psychology
- Comparison of approaches

### **Biopsychology:**

- The divisions of the nervous system
- The structure and function of sensory, relay and motor neurons
- The function of the endocrine system
- The fight or flight response
- Localisation of function in the brain and hemispheric lateralisation
- Plasticity and functional recovery of the brain after trauma
- Ways of studying the brain
- Biological rhythms
- The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle

### **Research Methods:**

- Methods of research: experimental method, observational techniques, self-report techniques: questionnaires & interviews, correlations, content analysis. case studies
- Research design, including aims & hypotheses, sampling methods, pilot studies, control of variables, ethical issues
- The role of peer review in the scientific process
- The implications of psychological research for the economy
- Reliability and validity
- Features of science
- Data handling and analysis including: quantitative and qualitative data, descriptive statistics, calculation of percentages; positive, negative and zero correlations, presentation and display of quantitative data, normal and skewed distributions, levels of measurement, content analysis and thematic analysis. Inferential testing and probability

## **Paper 3: Issues & Options in Psychology**

### **Issues & Debates in Psychology:**

- Gender and culture bias in Psychology
- Free will and determinism
- The nature-nurture debate
- Holism and reductionism
- Idiographic and nomothetic approaches to psychological investigation
- Ethical implications of research studies and theory

## **Cognition & Development**

- Piaget's theory of cognitive development
- Piaget's stages of intellectual development
- Vygotsky's theory of cognitive development
- Baillargeon's explanation of infant abilities
- Social cognition: Selman's levels of perspective-taking, Theory of mind, The mirror neuron system

## **Schizophrenia**

- Classification of schizophrenia, reliability and validity in diagnosis and classification of schizophrenia
- Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates
- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations
- Drug therapy: typical and atypical antipsychotics.
- Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia
- Token economies as used in the management of schizophrenia
- The importance of an interactionist approach in explaining and treating schizophrenia

***More information on the topic areas and assessment criteria can be found here:***



## Proposed Order of Teaching *(Please note that this may be subject to change)*

<b>Year 1</b>	<ol style="list-style-type: none"><li>1. Induction period</li><li>2. Research Methods (<i>Introduction &amp; experiments</i>)</li><li>3. Social Influence</li><li>4. Memory</li><li>5. Attachment</li><li>6. Psychopathology</li><li>7. Research Methods (<i>1<sup>st</sup> half</i>)</li><li>8. Biopsychology (<i>after exam leave</i>)</li></ol>
<b>Year 2</b>	<ol style="list-style-type: none"><li>9. Approaches</li><li>10. Research Methods (<i>2<sup>nd</sup> half</i>)</li><li>11. Schizophrenia</li><li>12. Cognition &amp; Development</li><li>13. Forensic</li><li>14. Issues &amp; Debates</li></ol>

Use the boxes below to write in the dates of your three exams, when these become available from the AQA:

<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>

## The Department

The Psychology department is based in **Room 8**, which is on the lower ground floor of the main building

The Head of Department is **Nik Le Saux** who can be contacted via Teams, or through email: [n.lesaux@bhasvic.ac.uk](mailto:n.lesaux@bhasvic.ac.uk)

Write the name of your teacher and their contact details below:

<b>Name of Teacher</b>	<b>Email address</b>

# Subject Extensions

*Subject extensions are either an opportunity for a student to have one to one time with their class teacher, or small group sessions provided by other members of the department. This is an excellent way of receiving extra support or just helping to improve your skills. The subject extension sessions times will be published on the Psych205 website.*

## **When are subject extensions?**

The subject extension sessions will sometimes run at lunchtimes and sometimes they will take place in the lesson blocks. If you wish to have a subject extension with your teacher, or your teacher requests a subject extension with you, this will be arranged between you at a mutually convenient time.

## **Where do they take place?**

The teacher running the subject extension will decide on the location. Once the subject extension system is up and running in September, look out for posters in and around the Psychology classrooms, or check the psych205 website for details of times and locations

## **How do I book an appointment with my teacher?**

You can book an appointment with your teacher at the end of your lesson, through teams, or through the email system

## **What should I use subject extensions for?**

Although some teachers will run catch up sessions, if you book an individual appointment with your teacher, these are student led, not taught lessons. Therefore, if you have been absent, you should follow the normal procedures for catching up, that have been outlined by your teacher, before attending a subject extension. Subject extensions should be used to:

- Go over a concept or part of a topic that you don't understand
- Ask the teacher to explain where you went wrong in an assessment and how to improve
- Ask the teacher to read through extra exam questions that you have attempted

# Homework & Independent Learning

All BHASVIC Psychology students are expected to be self-motivated, independent learners.

## **What does this mean?**

- You will be set **preparation work** on a weekly basis. You will be expected to complete this by the deadline so that you have knowledge of the topics that we are working on
- You will be expected to **read through your notes** and prepare **revision materials** to ensure that you retain the information from previous lessons and can answer questions and fully engage in the activities
- You will be expected to **prepare sufficiently for assessments** so that you can achieve the best outcome for you
- You will be expected to make an effort to **learn from previous mistakes** and develop your skills, using the subject extension system if you require further guidance and support (see p.8)



## What to do if you are absent

You will be expected to catch up on any work missed through absence by using the **class buddy** scheme. Please do not email the teacher asking for work unless your absence is likely to be prolonged. You need to choose **two** members of the class that will be your 'class buddies'. You will have a co-operative arrangement whereby, if you are absent, they will provide you with information on what topics have been covered in the class and anything else you have missed or need to catch up on. They will share their notes with you and collect handouts for you. You will provide the same support to them when they are absent.

Some students choose to set up a **WhatsApp group** to make sharing this information easier.

This means that it is important that you know who your class buddies are, and that you are able to contact them to tell them when you are going to be absent so that they can 'buddy' for you. Fill in the table below so that you have the contact details of your buddies.

### Class buddy contact details

	Name	Phone number	Email address
Class buddy 1			
Class buddy 2			

## Internal Assessment

- During your time on the course you will be assessed at the end of every topic with a 24 mark '**mini mock**', which consists of questions that are in the same format as what you will get in the real exam.
- You will also have regular **essay writing practice**. Some of these will be self-assessed, some will be peer assessed
- We will also be completing other types of exam style questions in class on a regular basis which will be peer or self-marked
- You will have a **progression exam** at the end of the first year covering the paper 1 topics
- You will have a **paper 2** and a **paper 3 mock exam** during your second year

# The Coding System

When you receive an assessment back, your teacher may have written codes on your work to indicate the type of mistake that has been made. This is what each code means, with advice on how to improve on the error:

- 1 Problem:** What you have written is inaccurate

*Solution:* You need to go back to your notes and revise the details of that theory/study or evaluation point and then try writing it again and then check against your notes to see if you can accurately remember the detail.

- 2 Problem:** You have not given enough detail to be able to gain all the marks available for this part of the question

*Solution:* If this relates to AO1 information, you need to make sure that you have explained the theory/concept clearly and included specialist terminology. Practise writing it and then check back on your notes to make sure that you haven't missed anything out. For AO3 information, look back at your notes. Are they detailed enough for you to write a clear and well explained point? If not, refer to a textbook, or attend a subject extension. If your notes are detailed enough, then you need to revise the information better for next time

- 3 Problem:** The information is muddled and not written clearly

*Solution:* First make sure you understand the theory or evaluation point you are making (you should attend a subject extension session if you don't), then read out what you have written to someone who has no knowledge of Psychology. Do they understand what you are trying to explain to them? If not, keep altering it until it is clear to that person.

- 4. Problem:** The information is not relevant to the question

*Solution:* You either need to revise more thoroughly, or make sure that you give yourself enough time to understand what the question is asking of you before you attempt to answer it. Try practising with past papers. Read some questions, think about what information you would answer them with, and then check against the mark scheme to see if you would have been on the right track. It may be that you have got this code because you have included too many details of the procedure of a study, when these are not necessary to answer the question. If this is the case, practise writing the findings only giving minimal details of the procedure (enough for the findings to make sense).

- 5. Problem:** You have not applied the theory to the scenario

*Solution:* Go back over your answer and highlight any parts that relate directly to the scenario you have been given. If there are none, or very few, you won't get the AO2 marks, so try to make statements that directly link the theory to the situation you are explaining

**6. Problem:** You have not ‘linked back’ to the question

*Solution: If you have presented research evidence, have you said exactly how the study supports or challenges the theory? If you have given a wider evaluation point, have you said exactly **why** this is a good or a bad thing for the theory or study? Check against your notes if you can’t remember how to link back from your point. If you find this part of evaluation difficult, practise writing some and then take them to a subject extension so that the teacher can look over them for you*

**7. Problem:** The point you have made is generic. It does not relate specifically to that particular theory or study

*Solution: Don’t rely on research methods terms when evaluating theories or studies in essays because this is likely to lead to a generic answer. For example “the study lacks ecological validity”, or, “the theory is has low reliability”. Instead, think about what these things mean for this particular study or theory. For example, “One of the problems with the research is that watching a film of a car crash does not truly reflect the experience of witnessing a car crash in a real-life situation, where the person is likely to experience strong emotions that affect their recall of the event...”*

**8. Problem:** No wider evaluation points have been given

*Solution: In a 16 mark essay, you should aim to give at least one evaluation that is not linked to the research evidence. For example, is the research socially sensitive? How does it compare to other theories? Does it fail to explain anything? Does it have any useful applications? Check your notes and make sure that you have a well explained wider evaluation point written down for this topic*

**9. Problem:** You have repeated a point you have already made

*Solution: Only make a point once. You won’t get any extra credit for repetition and you will just be wasting precious time. Make sure you have sufficient information to make a range of different points.*

**10. Problem:** Your writing is illegible. You will not get marks for anything that cannot reasonably be read by the teacher/examiner

*Solution: Write more slowly and carefully. It is better to get less on the paper and get marked for it, than have lots of writing that won’t receive any credit*

### **Grade Boundaries for 24 Mark Mini Mock Assessments**

<b>A*</b>	22-24
<b>A</b>	19-21
<b>B</b>	16-18
<b>C</b>	13-15
<b>D</b>	10-12
<b>E</b>	7-9
<b>U</b>	0-6

*Please note that grade boundaries for progression and mock exams are a matter for departmental discussion and will not be available until the papers are handed back*

## Exam Skills & Types of Questions

The main difference that you will experience between your GCSE studies and your A Level studies is the greater emphasis on evaluation and analysis. For most of you, these will be new skills that might take you a while to master, whereas you will probably be more confident at describing theories and studies, as this is the skill you have had prior experience of. However, it is really important that you develop the new skills of evaluation and analysis, as more marks are available for these.

The Psychology A level exam will be assessing you on **three** types of skills:

- **Assessment Objective 1 (AO1)**

This is testing your ability to accurately describe theories, concepts and studies. Sometimes you may only be asked to name something. This is the skill you will be familiar with from GCSE level.

**Questions that are testing AO1 will begin with words such as:** *Describe, outline, define, identify, name, label*

- **Assessment Objective 2 (AO2)**

This is testing your ability to apply your psychological knowledge to a novel situation, in other words, information you have not seen before. We sometimes refer to these as 'scenario questions' as they often involve a fictional situation that you have to comment on using psychological theories and concepts. These questions might also ask you to interpret data.

**Questions that are testing AO2 are likely to end with phrases such as:** *"refer to the case of... in your answer"*

*Some longer essay style questions may require you to give AO2 analysis, as well as AO3, e.g.: "Discuss the multi-store model of memory. Refer to the case of Bill and Jane in your answer". In this question, the discussion of the model would be the AO3 content (see below), whereas, applying aspects of the model to Bill and Jane would be the AO2 content.*

- **Assessment Objective 3 (AO3)**

This is testing your ability to critically assess theories and research studies. This is the skill you are likely to find the hardest. It can involve assessing the strengths and weaknesses of a theory or study, or it may require you to make comparisons between one theory and another. (See pgs 14-16 for more information)

**Questions that are testing AO3 are likely to start with words such as:** *Evaluate, discuss, analyse, compare, contrast, consider, distinguish*

**It is very important that you come to recognise what kind of information the different question types require, as giving AO1 content for an AO3 question, for example, will not gain any credit.**

## Evaluation Skills: What Information to Use

The evaluation points that you use will partly depend on whether you are discussing a theory or a research study. Here are some suggestions of what you can use for each. You won't need to include all of these points in every answer, in fact some of them will not be relevant for that particular topic

### Evaluating a Theory

- **Supporting Research** - In most cases, when you are evaluating a theory, you should include evidence that supports the theory. Only the findings of a study are relevant when you are using it to support a theory, therefore keep procedure to a minimum and, where possible, integrate it into the findings. E.g.: *“Peterson and Peterson found that participants were more likely to be able to recall a trigram after a 3 second interval, rather than after an 18 second interval, when rehearsal between presentation and recall was prevented”*. When giving findings, you need to be as detailed as possible, and present accurate percentages where available. You do not need to remember psychologists' names, so put your efforts into learning the details of the study, rather than who carried it out. When using research to support a theory, **you must ground the study to the theory**. This means that you must say precisely how the study supports the theory, otherwise you will not receive any credit for the findings. An example of grounding for the finding stated above would be: *“This supports the view that that without rehearsal, the short term memory has a limited duration of 18 seconds, as suggested by the multi-store model of memory”*
- **Challenging Research** - Some research may contradict the theory. Where this is available, challenging research gives us a balanced view of the theory. Again, only the findings are relevant and the research must be grounded to the theory so that it is clear exactly how it challenges it. E.g. *“The case of Clive Wearing challenges the view that Long term memory is one unitary store, as suggested by the multi-store model of memory, because although Clive’s memory for facts was severely impaired, his memory for performing skills was perfectly intact, suggesting that different types of memory are stored in different locations in the brain. This is not accounted for by the multi-store model”*
- **The Theory Fails to Explain Something** - Sometimes a theory may not enable us to explain a particular aspect of behaviour. This can be used as a criticism of the theory, because it means that the theory does not give us a complete understanding of that particular behaviour. E.g. *“The multi-store model of memory fails to explain how much of what is contained in the long-term memory has never been rehearsed”*
- **Comparison With Other Theories or Approaches** – To do well in Psychology A Level, you will need to make links with other parts of the specification when answering some exam questions. This includes making comparisons between one theory and another, or considering the strengths and weaknesses of the approach the theory comes from. How is the theory that you are discussing better than, or not as good as another theory you have learned about in the same topic area? E.g. *“The working memory model could be considered more useful than the multi-store model of memory, as it explains how memory functions, rather than how it is structured, and so has more practical applications”*. Or, in relation to approaches *“The learning theory of attachment is rooted in the behaviourist approach, and therefore may be considered reductionist, as it reduces attachment behaviour down to basic processes of stimulus response mechanisms and reinforcements, without taking more complex emotional/cognitive factors, which may influence the attachment, into account”*

- **Applications** – This relates to how useful the theory is. An application refers to how the theory can be, or has been, used. It is a positive evaluation of the theory, as we might consider that psychological research is only worthwhile if we can do something with it. E.g. *“The research into the cognitive interview has led to the police being able to develop techniques that enable them to extract more accurate information from witnesses, thus helping to prevent possible miscarriages of justice that have been found to occur as a result of traditional questioning techniques”*
- **Economic Implications** – You are required to consider the impact of Psychological research on the economy. For example, does the research lead to savings for the NHS? Does it enable businesses to function more profitably? Is it likely to lead to economic disadvantages for certain groups? E.g.
- **Socially Sensitive Research** – Sometimes research may be considered socially sensitive, which means that it may have implications (usually negative) for the group being studied. Psychologists have a moral duty to consider whether their research may lead to negative outcomes for a particular group. This is not to say that socially sensitive research should not be published, but it should be supported by strong research. An example of socially sensitive research is Bowlby’s theory of **monotropy**. This is because the theory suggests that a mother should not go back to work full time during the first two and half years of her child’s life, as according to the theory this is likely to lead to psychological damage for that child. This may discourage women from returning to the workplace after giving birth, and lead to financial hardship for the family (note that this links to the ‘economic implications’ point)

## Evaluating a Research Study

- **Evaluation of the Research Method** - When evaluating a study, you will probably want to consider if it is a good study. In other words, does it have high **internal** and/or **external validity**? If the methodology of the research study is poor, then we may not be able to trust the result. When commenting on the methodology of a study, avoid making generic statements that you will receive little credit for. E.g. "the study is well controlled and so has high internal validity". If you can take your statement out of your answer and put it into twenty other answers, then it will be considered generic. Only make comments that are specific to the research study that you are commenting on, and the more you are able to develop your point, the more credit you will get. E.g. *"Bowlby's 44 thieves study lacks internal validity. This is partly because he used a retrospective design – i.e. he identified a group of delinquent boys and then looked back into their past to see if they had experienced maternal deprivation. It is likely that this had led to an exaggeration of how damaging maternal deprivation is, as he is not able to show us what percentage of children who experience maternal deprivation go on to be delinquent – this may be a very small percentage of that total group"*
- **Reliability of the Research** – Are the findings from similar studies consistent? The research study is not very useful to us if the findings are a one-off. If other studies support the original finding, then this increases the scientific validity of the research and makes the findings more trustworthy
- **Extrapolation** – This point is only relevant where the study has used animals as participants. It refers to the extent to which we can generalise from the results of animal studies to humans. Humans tend to be more complex and have higher brain functioning, which may mean that they don't react in the same way that animals do
- **Ethical Issues** – when evaluating a study it may be necessary to consider whether the study was unethical. This may involve performing a cost benefit analysis, by considering how useful the research has been, and weighing that up against the cost to the participants. E.g. *"Milgram's research into obedience can be considered highly unethical due to the extreme levels of discomfort experienced by his participants. This is unlikely to be justified by the benefits of the research, as some would argue that the artificial nature of the study limits how much we have learned about obedience in real-life environments from such research"*
- **Sample Bias** – Who were sample used in the study? Can this research be generalised to other groups? If the sample is biased (e.g. all men, all from one particular culture or area) then this may not be possible. Has other research carried out with different samples supported the findings, or has it failed to replicate the results?
- **Temporal Validity** – This point is only relevant to social psychological studies as it refers to how findings from studies from a particular point in time may not be relevant at another point in time. E.g. *"Perrin & Spencer, in 1980, found no support for Asch's conformity effect when using the same procedure. This could indicate that people were more conforming in 1951 when Asch carried out the original study, meaning that the research lacks temporal validity"*

Some points from 'Evaluating a Theory' can also be used when evaluating a study. These are:

- **Applications**
- **Economic Implications**
- **Socially Sensitive Research**

## Evaluation Skills: How to Structure Your Evaluation

When writing an evaluation point, you should aim to use the **PEEL** structure:

- **Point** – this is where you state the type of point you are going to make. For example, are you presenting a piece of supporting research? Or are you suggesting that the theory is reductionist etc.? It is sometimes referred to as ‘signposting’, because it very clearly indicates to the examiner what kind of issue you are discussing. The point should be short and succinct, e.g. “*Research into eye-witness testimony has useful applications*”.
- **Explain/Evidence** – this is where you explain what the point actually is. So for example, if your point is that there is supporting research evidence, then the explain part would be where you outline what the evidence is (the findings). Or if you have said there are useful applications of the research, you say what they are, or what they could be. For example, “*the research in this area has informed the police on how to interview prospective witnesses to a crime in order to get the most accurate information*”
- **Elaborate** – This is where you give more detail about the point you have written, or the research findings you have presented. For example, following on from the example above, “*This is because the cognitive interview technique has established how important it is to give the witness the space to recall exactly what they remember without leading them to give information that may be false*”
- **Link back** – this is an essential part of evaluation, because without it, you will not be answering the question, and therefore are unlikely to gain credit for what you have written. The point of linking back is to say exactly how the evaluation is a strength or a weakness of the theory/study, why it matters. For example, If you are saying that the theory is reductionist, then the ‘linking back’ part will inform about why that is a problem. Or for applications, you will be commenting on why this is useful, e.g. “*this has been very important because it has led to less miscarriages of justice in society, not only benefitting the individual who may be the potential victim, but also the economy, as compensation payments for victims of miscarriage of justice are a significant drain on resources*” If it is a piece of evidence, you need to state exactly how the evidence either supports or challenges the theory. This is known as **grounding** the study to the theory (see ‘supporting research’ on p.14 for a discussion of what grounding is).



## How Much Should I Write in an Essay Question?

At A level, essay questions are most likely to be worth **8** or **16** marks. The amount you write should reflect the amount of marks available. It is recommended that you aim for around **600** words for a **16** mark essay and around **300** words for an **8** mark essay.

The split between **AO1** information and **AO3** information will always be **1:3**. In other words, the **AO1** only carries a **third** of the marks, whereas the **AO3** carries **two thirds** of the marks. This means that your evaluation and analysis should be twice as long as your description of the study/theory. ***If you fail to get the balance correct, you will lose precious marks!***

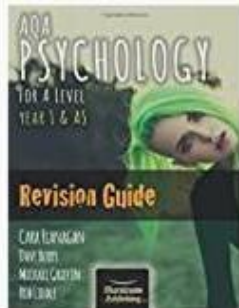
Sometimes the essay may require you to give **AO2** application (see p.13 for an example). **AO2** is counted under evaluation and analysis, therefore the marks allocated to this will come out of the two thirds allocated to evaluation, and is usually worth 2 or 4 marks.

**Here is a rough guide to how you should aim to structure your essay**

	<b>AO1 content</b>	<b>AO2 content</b>	<b>AO3 content</b>
<b>8 Mark Essay</b>	Approximately 100 words	None	Approximately two evaluation points structured in the PEEL format
<b>16 Mark Essay (Not including AO2)</b>	Approximately 200 words	None	Approximately three evaluation points structured in the PEEL format
<b>16 Mark Essay (Including AO2)</b>	Approximately 200 words	Approximately 100 words applying the concepts to the scenario	Approximately two evaluation points structured in the PEEL format

## Extension Work: Recommended Texts

These texts can be used alongside the information packs to support your revision



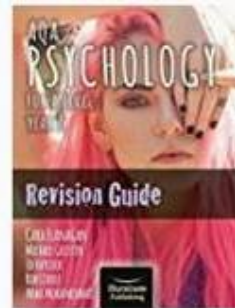
AQA Psychology for A Level Year 1 & AS - Revision Guide

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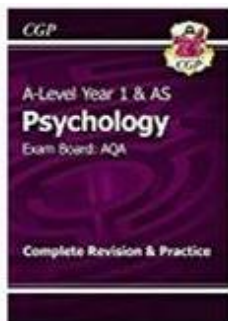
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## Additional Resources

### The Library

There are a whole range of Psychology textbooks available to borrow from the library. Ask the library staff to show you where the Psychology section is.

### The Website

Specimen papers and mark schemes, along with practice questions and webinars can be found on [Psych205.com](http://Psych205.com)

## Extension Work: Suggested Reading

Are you someone who always likes to have a book 'on the go' and wouldn't mind a few recommendations as to what might be worth reading? Are you applying to study Psychology (or a related subject) at University and want to do some extra reading to beef up your Personal Statement? Are you someone who just enjoys the subject and wants to find out more?

Reading any (or all) of the following books won't necessarily enhance your chances of getting a better grade in A-level Psychology, but they would take your knowledge and understanding of the subject in general a bit further; they would also be interesting and enjoyable.

### Academic

Author(s)	Book title	Subject matter
Simon Baron-Cohen	<i>The Essential Difference</i>	The causes of autism
David Canter	<i>Criminal Shadows</i>	Offender profiling
Malcolm Gladwell	<i>Outliers</i>	The secrets of success
Malcolm Gladwell	<i>The Tipping Point</i>	Factors that cause ideas to take hold
Oliver James	<i>Affluenza</i>	The effects on mental health of a certain form of capitalism
Steven D. Levitt and Stephen J. Dubner	<i>Freakonomics</i>	Economics applied to social issues
Paul Martin	<i>Counting Sheep</i>	Sleep and dreaming
Daniel Nettle	<i>Personality</i>	The 'Big 5' personality dimensions
*Lauren Slater	<i>Opening Skinner's Box</i>	The stories behind some of the classic studies in Psychology
Richard Wiseman	<i>Quirkology</i>	Offbeat research in Psychology
Philip Zimbardo	<i>The Lucifer Effect</i>	How situational pressures can make good people do bad things
*Michael R LeGault	<i>Th!nk</i>	Why crucial decisions can't be made in the blink of an eye

### Biographical

Author(s)	Book title	Subject matter
Bill Buford	<i>Among the thugs</i>	The psychology of crowds
*Natascha Kampusch	<i>3,096 days</i>	Abduction
*Alice Jamieson	<i>Today I'm Alice</i>	Multiple personality disorder
Carol Lee	<i>To die for</i>	Anorexia
*Oliver Sacks	<i>The man who mistook his wife for a hat</i>	Case studies of abnormal behaviour
William Styron	<i>Darkness visible</i>	Depression
Marcus Trescothick	<i>Coming back to me</i>	Depression
Simon Winchester	<i>The surgeon of Crowthorne</i>	Murder, madness and the Oxford English Dictionary
*Ruth Dee	<i>Fractured</i>	Multiple Personality disorder
*Julie Gregory	<i>Sickened</i>	Munchausen's by Proxy disorder
*Cathy Glass	<i>Cut</i>	Mental illness/self harm

*Dave Pelzer	<i>A child called IT</i> <i>The Lost Boy</i> <i>A man named Dave</i>	These books chronicle the unforgettable account of one of the most severe child abuse cases in California history.
*Jenny Salaman Manson	<i>What it feels like to be me</i>	Qualitative accounts written by people discovering their inner self.
*Norah Vincent	<i>Voluntary Madness</i>	Depression and insider view of various different psychiatric institutions

## Fiction

Author(s)	Book title	Subject matter
William Boyd	<i>Brazzaville beach</i>	Primate studies
Jonathan Coe	<i>The house of sleep</i>	Sleep abnormalities and obsessions
Fyodor Dostoevsky	<i>Crime and punishment</i>	Guilt
Sebastian Faulks	<i>Human Traces</i>	The early days of psychiatry and psychoanalysis
John Fowles	<i>The Collector</i>	Abduction
*Mark Haddon	<i>The curious incident of the dog in the night-time</i>	A fictional account of a boy on the autistic spectrum
Ken Kesey	<i>One flew over the cuckoo's nest</i>	Life inside a mental hospital in the USA in the late 1950s/ early 1960s
David Lodge	<i>Thinks...</i>	A novel with consciousness as its theme
Catherine O'Flynn	<i>What was lost</i>	An extraordinary array of characters – just brilliant!
Lionel Shriver	<i>We need to talk about Kevin</i>	The psychology of high-school killings
*Jed Rubinfeld	<i>The interpretation of Murder</i>	Freud visits New York and gets caught up in an interesting murder case.

\*Books department members have personally read and enjoyed.