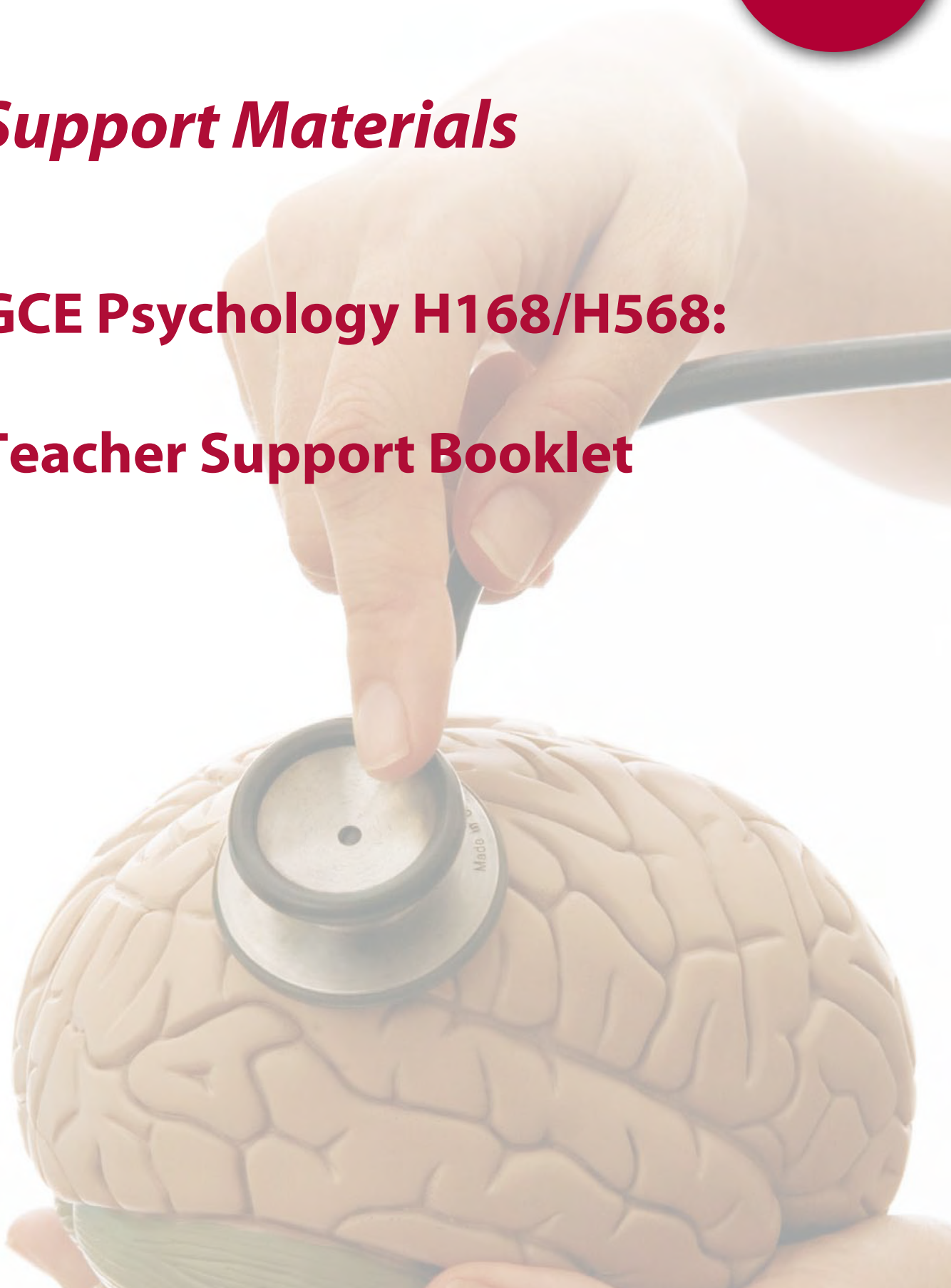


# ***Support Materials***

## **GCE Psychology H168/H568: Teacher Support Booklet**



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# 1 Introduction

The new structure of assessment at Advanced level has been introduced for teaching from September 2008. The specifications are designed to provide candidates with an introduction to Psychology.

These specifications are set out in the form of units. Each teaching unit is assessed by its associated unit of assessment. Guidance notes are provided with these specifications to assist teachers in understanding the detail necessary for each unit.

It is important to make the point that the Teacher Support Booklet plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Teacher Support Booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

The OCR Psychology course is designed to challenge and excite candidates and to encourage further study in psychology. The interest is in what candidates take away from the course. In the first instance, they take away a grade which they can use for university entrance or other career choices. They will also take away a greater awareness of themselves and others, how they behave, how they feel and how they think. By embedding psychological research into everyday issues and events, it is hoped that candidates come to reflect on themselves and the world in which they live.

Psychology is prominent in everyday life explanations of events. It is common on newscasts for expert comment to be offered by psychologists. This comment is of variable quality and it is therefore an ambition of the OCR specification to give candidates the skills to evaluate this comment. The focus on psychological methods allows candidates to see the value of psychological evidence and also to be aware of some of its limitations. In particular it is common for commentators to extrapolate results from their original context to more general situations and it is hoped that candidates will develop a healthy scepticism of this.

The OCR specification aims to be teacher and candidate friendly. It aims to engage with teachers and respond to their concerns and comments. This has become more difficult as the number of centres is continually growing, but the ambition remains the same. The aim is also to be candidate friendly by creating a course that is not only stimulating but which uses assessments that are fair. OCR sees no value in trick or obscure questions; or papers that examine only a small part of the course. Papers therefore aim to cover a good range of the material available, to challenge the candidate, and allow them to demonstrate what they know, understand and can do.

The 15 Core Studies in the AS has been chosen to reflect the breadth of psychological research and methods. Although some of the studies are quite old, they all deal with current topical issues. For example, the paper by Thigpen and Cleckley describes one of the earliest scientific accounts of DID but raises issues that still cause great controversy today. In fact, it links up with the study by Elizabeth Loftus who has used her work on memory to challenge some of the false memory debate still raging today, especially in relation to the accuracy of eye-witness testimonies used in court. Like wise, Mark Griffiths' study into gambling addiction raises the issue of the influence of modern technology on human behaviour. OCR believes that by studying a selection of key studies candidates will acquire a good idea of how psychology is conducted and how theories are developed.

The areas of applied psychology in the A2 course allow candidates to see how psychological ideas have been used to respond to a range of problems. For example, they might consider how to deal with disruptive behaviour in the classroom, or how to encourage patients to respond positively to medical advice, or consider how motivation and ability to manage stress influence sporting performance. This part of the course encourages evaluation skills that can be usefully transferred beyond both this course and the classroom.

The intention is that by the end of the course candidates will have developed a healthy scepticism for the information they come across whilst retaining a sense of wonder for the world around them and the behaviour of the people in it. It is also hoped that teachers and candidates enjoy taking the course and feel it is a positive experience regardless of the final grade they achieve.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teacher Support booklet is offered as guidance but will be subject to modifications by the individual teacher.

## 2 Progression from AS to A2

Now students have grasped the basic psychological theories, approaches, perspectives and methodology, the A2 modules will extend their knowledge and understanding into specific applied areas. It will be possible to utilise much of the AS course content within the selected A2 modules. For example, Milgram's study into obedience could be linked to practitioner compliance in Health and Clinical Psychology, or to teachers and students in Psychology of Education. Likewise, Freud's study of Little Hans could be related to theories of motivation in Forensic Psychology.

One of the greatest dangers in any academic course is LEARNING too much material and not UNDERSTANDING very much about it! A tip for candidates is therefore to LEARN LESS and MAKE MORE of what you know.

### General Points

The key questions for candidates to consider on the A2 course are:

- What are the key terms and concepts?
- What is the psychological evidence?
- What can be said about the quality of the evidence?
- How can this evidence be applied?

There are also some supplementary questions to consider including:

- How does the information relate to the Core Studies?
- How does the information relate to the themes?
- What is the context for the information?

When one looks at research questions in applied psychology; (for example, why don't patients do what their doctors tell them to do?), one will soon realise that there is not a simple answer to any of them. Candidates are therefore not expected to provide solutions to the problem, just **identify** some evidence relevant to the question, **evaluate** the evidence by saying how much it can be relied on, and **apply** the evidence to some small problem. Candidates therefore need to know some evidence relevant to the issues in their selected options. If a candidate can find a piece of evidence relevant to all the issues in a selected option, all well and good, they have reduced the amount of information they will have to learn.

## 3 AS Units

### Unit G541: *Psychological Investigations*

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*Candidates will need to be familiar with four techniques for collecting/analysing data. These are:*

- Self-report.
- Experiment (repeated measures & independent measures, matched pairs design).
- Observation.
- Correlation.

*Candidates will be required to answer questions relating to:*

- An outline of an existing piece of research.
  - The data produced by a piece of research.
  - An outline of a proposed piece of research.
- 

### Unit G542: *Core Studies*

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*Candidates will be expected to understand, know and be able to evaluate the following:*

- 15 Core Studies, 3 studies from each of the five approaches: social, cognitive, physiological, developmental and individual differences.
  - Issues, debates, perspectives and methods arising from these studies.
-

## 4 A2 Units

A2 Psychology is designed to enable candidates to build on the psychological knowledge and understanding acquired through the AS Psychology and to develop this introduction to the world of psychology through the study of selected options and a more detailed involvement with psychological approaches and research methods.

### Unit G543: *Options in Applied Psychology*

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*This unit includes four options, from which candidates choose two:*

- Forensic Psychology.
  - Health and Clinical Psychology.
  - Psychology of Sport and Exercise.
  - Psychology of Education.
- 

### Unit G544: *Approaches and Research methods in Psychology*

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*Here candidates will be expected to apply their knowledge of psychological research methodology:*

- Research methodology, where candidates are required to design a practical project.
  - Structured synoptic questions on approaches, perspectives, methods, issues and debates.
-

# 5 Resources for AS Units

## Unit G541: *Psychological Investigations*

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### Introduction

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Nil desperandum! Nil sub sole novum –

New teachers may be concerned about the amount of work required for this unit. Be reassured, this should not be interpreted as having to complete four practical activities and reports. The aim of this unit is to give candidates a taste of four of the most commonly used methods of collecting/analysing data. These are Self-reports, Experiments, Observations and Correlation.

Some key points to keep in mind if you decide to actually conduct the activities:

- Keep activities short and simple;
- Only collect small amounts of data (10 participants is generally enough);
- Encourage candidates to keep a written record of their activities but remember this will NOT be taken into the examination;
- Avoid designing the activities yourself. Aim to involve candidates fully in the design process.
- Focus on the strengths and weaknesses of the method used, and possible improvements and their effects – not on the theoretical background to the research.

### Suggested Activities

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#### **Questions, questionnaires, interviews**

The most popular activity is likely to be using a questionnaire. Ideas might include:

- A questionnaire on the use of the internet
- A survey into healthy eating
- A questionnaire on sleeping habits

#### **Experiment**

This requires knowledge of repeated measures, independent measures, and the matched pairs designs. Ideas might include:

- A STM experiment task (which could utilise any of the three experimental designs) e.g.
  - repeated measures: morning and afternoon with the same participants
  - independent measures: one group - female; one group - male
  - matched pairs: participants from different subject areas matched for gender & birthdays/age.
- An experiment into reaction times/hand-eye co-ordination
- An experiment into recognising emotions from pictures of eyes (based on Eikman)



## Observation

Remember observations must be conducted in areas where participants can expect to be observed. Ideas might include:

- Use of designated areas in public car parks e.g. misuse of disabled parking spaces.
- Mobile phone use e.g. in student common room.
- Territorial behaviour e.g. people in a library protecting their personal space (based on Felipe and Sommer)

## Correlation

Remember this just shows a relationship between the variables being measured. Ideas might include:

- The relationship between the rating of liking for Psychology and speed taken to complete a Psychology-related word search.
- The relationship between hours of sleep and self-rating of alertness first thing in the morning.
- The relationship between football knowledge and memory (based on Morris 1981)

**NB:** *If candidates are actually involved in designing, collecting and analysing data for each of the above techniques they will be better prepared for coping with the demands of the G 541 examination.*

## RESOURCES

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Lintern, F. Williams, L. Hill, A. (2003) Psychology AS for OCR. Oxford: Heinemann. [0-435-80706-4]

Lintern, F. (2002) AS Psychology Student Guide Unit 3. Oxford. Philip Allan Updates. [0 86003 729 0]

Flannagan, C. (1999) Psychology Practicals. Crewe: Hartshill Press [1 900 843 11 0]

Cooligan, H. (1996) Introduction to Research Methods and Statistics in Psychology. (2<sup>nd</sup> Edition). London: Hodder and Stoughton. [0-340-67937-9]

Szczesniak, J. Albon, A. Owens, R. (2006) AS/A2 Psychology Investigations Manual. Wellington: Curriculum Press. [095323416 9]

Oliver, K. Banyard, P. (2001) Applying Skills to Psychology. London: Hodder and Stoughton. [0-340-80417-3]

## Evaluation Sheet: Questions, Questionnaires, Interviews

Outline TWO strengths of the questions/questionnaire/interview method of collecting data:

1.

2

Outline TWO weaknesses with the questions/questionnaire/interview method of collecting data;

1.

2.

Outline ONE ethical issue that should be considered when using the questions /questionnaire /interview method in psychological research:

What is meant by RELIABILITY?

How could you ensure that your questions/questionnaire/interview was reliable?

What is meant by VALIDITY?

How could you ensure that your questions/questionnaire/interview was valid?

## Evaluation Sheet: Experiment

There are a number of ways of investigating the difference between two conditions. Manipulating one variable and measuring another is EXPERIMENTAL research and this could be conducted either in the laboratory (controlled conditions) or in the 'field' (in real life settings). Comparisons can also be made between already existing groups such as different age groups or between the sexes and this is termed a NATURAL or QUASI EXPERIMENT.

Which of the above methods did you use?

Outline ONE strength and ONE weakness of the method that you used:

Strength:

Weakness:

You will also have had to select an experimental DESIGN. You may have used REPEATED measures where you tested the same participants in each condition, you may have used INDEPENDENT measures where you tested different people in each condition, or you may have used a MATCHED PAIRS design where you matched in some way (e.g. age) the participants in each condition.

Which DESIGN did you use for your activity?

Outline ONE strength and ONE weakness with the design you used:

Strength:

Weakness:

Outline ONE ethical issue that should be considered when using the experimental method in psychological research:

## Evaluation Sheet: Observation

Outline TWO strengths of the observation method of collecting data:

1.

2.

Outline TWO weaknesses with the observation method of collecting data:

1.

2.

Outline ONE ethical issue that should be considered when using observational methods in psychological research:

What is meant by RELIABILITY?

How could you ensure that your observation was reliable? (Hint – how would you ensure that you had inter-rater reliability?)

What is meant by VALIDITY?

How would you ensure that your observation was valid?

## Evaluation Sheet: Correlation

Correlation is a method of data analysis rather than a measure of data collection. Outline ONE strength and ONE weakness of the correlation method:

Strength:

Weakness:

In a correlation design, you measure both variables. For EACH variable, think of an alternative way that this could have been measured:

Variable 1:

Alternative:

Variable 2:

Alternative:

For each of the alternatives you have described above, suggest how it might affect the results of your correlation:

Alternative 1:

Alternative 2:

## Unit G542: Core Studies

### Introduction

The Core Studies approach is unique to OCR and offers a logical and focused introduction to psychology whilst still allowing variation and opportunities to use a variety of stimuli in the classroom. The 15 studies are easily accessible examples of psychological research and candidates will be expected to have a detailed knowledge and good understanding of all 15 studies in relation to:

- Specific aspects of the studies
- Theories and research surrounding the studies
- The approaches/perspectives, issues and methodology related to the studies

Specific aspects of the Core Studies can be found in the Specification.

### Suggested Activities

|                                 | Loftus & Palmer | Baron-Cohen | Savage-Rumbaugh | Samuel & Bryant | Bandura | Freud | Maguire | Dement & Kleitman | Sperry | Milgram | Reicher & Haslam | Piliavin | Rosenhan | Thigpen & | Griffiths |
|---------------------------------|-----------------|-------------|-----------------|-----------------|---------|-------|---------|-------------------|--------|---------|------------------|----------|----------|-----------|-----------|
| Role plays / charades           |                 |             | ☺               |                 | ☺       |       |         |                   | ☺      | ☺       | ☺                | ☺        |          |           |           |
| Leaflets                        |                 | ☺           |                 | ☺               |         |       |         |                   |        |         |                  |          | ☺        | ☺         |           |
| Letters for a specific audience |                 |             |                 |                 | ☺       | ☺     |         |                   |        |         |                  |          |          |           | ☺         |
| News paper reports              | ☺               |             |                 |                 | ☺       |       | ☺       |                   |        | ☺       |                  | ☺        |          |           | ☺         |
| Story boards                    |                 |             |                 |                 |         | ☺     |         |                   | ☺      |         |                  | ☺        |          | ☺         |           |
| Cartoon strips                  |                 |             | ☺               |                 |         |       |         | ☺                 |        | ☺       |                  |          |          |           |           |
| Display work                    |                 |             | ☺               |                 |         |       | ☺       | ☺                 |        |         |                  | ☺        |          |           |           |
| Presentations                   |                 |             |                 | ☺               |         |       |         |                   | ☺      |         | ☺                |          |          |           |           |
| Debates                         | ☺               |             |                 |                 | ☺       | ☺     |         |                   |        |         | ☺                |          | ☺        |           | ☺         |
| Games                           |                 |             |                 | ☺               |         |       |         |                   |        |         |                  |          | ☺        |           | ☺         |
| Juries                          | ☺               |             |                 |                 |         |       |         |                   |        |         |                  |          |          |           | ☺         |
| Internet activities /research   |                 | ☺           |                 |                 |         |       | ☺       | ☺                 | ☺      |         | ☺                |          |          |           | ☺         |
| Videos                          |                 | ☺           | ☺               |                 | ☺       |       |         | ☺                 |        | ☺       |                  | ☺        | ☺        | ☺         | ☺         |

## Resources

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### Films/Videos

- Loftus and Palmer: *The Critical Issues 1: Eyewitness Testimony* – Halo vine videos – email: [sue@halovine.com](mailto:sue@halovine.com)
- Baron-Cohen: *Rainman* with Dustin Hoffman – [http:// www.amazon.co.uk](http://www.amazon.co.uk)
- Bandura: *Rambo* – [www.amazon.co.uk](http://www.amazon.co.uk)
- Dement and Kleitman: *Sleep and Dreaming* – video 5 in the Study of Human Behaviour series produced by RITE: Cross Tree, Walton Street, Walton-in-Gordano, Cleveland, Somerset, BS21 7AW
- Milgram: *Obedience* – [www.uniview.co.uk](http://www.uniview.co.uk)
- Reicher and Haslam:
  - BBC – *The Stanford Prison Experiment/The Experiment* (useful back-ups)
  - *Das Experiment* – <http://www.amazon.co.uk>
- Rosenhan:
  - *One Flew Over The Cuckoo's Nest* with Jack Nicholson [www.amazon.co.uk](http://www.amazon.co.uk)
  - *Shine* with Geoffrey Rush – [www.amazon.co.uk](http://www.amazon.co.uk)
  - *Understanding Psychology 2: Mental Disorder* – [www.uniview.co.uk](http://www.uniview.co.uk)
- Thigpen and Cleckley:
  - *The Three faces of Eve* with Joanne Woodward (at present unavailable)
  - *Being Pamela* – from the ITV documentary

Also Try:

[www.amazon.com/Movies-for-Psychology-Majors/lm/2OUZPAX7Q1UZV](http://www.amazon.com/Movies-for-Psychology-Majors/lm/2OUZPAX7Q1UZV)

<http://faculty.dwc.edu/nicosia/moviesandmentalillnessfilmography.htm>

[www.geocities.com/sportsmovies/](http://www.geocities.com/sportsmovies/)

### Useful Websites/E-mail addresses

[www.psychblog.co.uk](http://www.psychblog.co.uk)

[www.holah.co.uk](http://www.holah.co.uk)

[psychology-a-request@community.ocr.org.uk](mailto:psychology-a-request@community.ocr.org.uk)"

# 6 Resources for A2 Units

## Unit G543: *Options in Applied Psychology*

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### Introduction

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Candidates should choose TWO from the following four options:

- Forensic Psychology
- Health and Clinical Psychology
- Psychology of Sport and Exercise
- Psychology of Education.

In every option it is important that candidates know how to:

- Describe and evaluate the topics chosen in the light of psychological theories, studies and evidence.
- Apply psychological methods, perspectives and issues.
- Apply theory and evidence to the improvement of real-life events and situations.
- Explore social, moral, cultural and spiritual issues where applicable.
- Consider ways in which the Core Studies can inform understanding of the applied areas.

## Forensic Psychology

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### Suggested Activities

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| TOPIC                  | SUB-SECTION                  | ACTIVITY   |
|------------------------|------------------------------|--|
| Turning to crime       | Upbringing                   | Story-board: Families  |
|                        | Cognition                    | Role-play: Moral Dilemmas  |
|                        | Biology                      | Research: Brain dysfunction  |
| Making a case          | Interviewing witnesses       | Game: PhotoFits  |
|                        | Interviewing suspects        | Video: Eyewitness testimony  |
|                        | Creating a profile           | Presentation: Profile of John Duffy                                  |
| Reaching a verdict     | Persuading a jury            | Film: Twelve Angry Men/The Runaway Jury                              |
|                        | Witness appeal               | Experiment: Attractiveness of the defendant                          |
|                        | Reaching a verdict           | Display: Stages of and influences on decision-making                 |
| After a guilty verdict | Imprisonment                 | Video: The Visit/ The Stanford Prison Experiment/ Das Experiment etc |
|                        | Alternatives to imprisonment | Debate: Alternatives to imprisonment                                 |
|                        | Treatment programmes         | Leaflets: Treatment programmes                                       |



## Resources

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### Websites

[www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) – (crime statistics)  
[www.statistics.gov.uk/StatBase/Source.asp?vink=1397&more=Y](http://www.statistics.gov.uk/StatBase/Source.asp?vink=1397&more=Y) (British Crime Survey)  
[www.probation.homeoffice.gov.uk/files](http://www.probation.homeoffice.gov.uk/files) (probation)  
[www.crimereduction.gov.uk/](http://www.crimereduction.gov.uk/) (crime reduction)  
[www.crimelibrary.com](http://www.crimelibrary.com) (all aspects of crime)  
<http://lexisone.com/index> (story-telling in the courtroom)

### Recommended Reading

*The Jigsaw Man* by Paul Britton (offender profiling) ISBN: 0-552-1478-4  
*Picking up the Pieces* by Paul Britton (offender profiling) ISBN: 0-593-04066-X  
*The Runaway Jury* by John Grisham (jury service) ISBN: 0 09 941021 4

### Appropriate Texts

Ainsworth, P.B. (2000) *Psychology and Crime – Myths and Reality*. Harlow: Pearson Education Ltd. [0-582-41424-5]  
Ainsworth, P.B. (2001) *Offender Profiling and Crime Analysis*. Cullompton: Willan Publishing. [1-903240-21-2]  
Brewer, K. (2000) *Psychology and Crime*. Oxford: Heinemann. [0-435-80653-X]  
Dwyer, D. (2001) *Angles on Criminal Psychology*. Cheltenham: Nelson Thornes. [0-7487-5977-8]  
Harrower, J. (1998) *Applying Psychology to Crime*. London: Hodder and Stoughton. [0-340-70556-6]  
Harrower, J. (2001) *Psychology in Practice – Crime*. London: Hodder and Stoughton. [0 340 84497 3]  
Hollin, C.R. (1989) *Psychology and Crime*. London: Routledge. [0-415-01807-2]  
Putwain, D. Sammons, A. (2002) *Psychology and Crime*. London: Taylor & Francis. [0-415-25300-4]

# Health and Clinical Psychology

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## Suggested Activities

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| TOPIC                   | SUB-SECTION                             | ACTIVITY  |
|-------------------------|---|---|
| Healthy Living          | Theories of health belief               | Chart: Display of theories.   |
|                         | Methods of health promotion             | Poster: Legislation (e.g. seat belts).  |
|                         | Features of adherence                   | Discussion: Reasons for non – adherence.  |
| Stress                  | Causes of stress                        | Research: E.g. lack of control:<br><a href="http://www.psych.uncc.edu/">www.psych.uncc.edu/</a><br><a href="http://www.pagoola.com/locusofcontrol-intro.html">www.pagoola.com/locusofcontrol-intro.html</a> |
|                         | Methods of measuring stress             | Debate – On the various measures of stress.   |
|                         | Techniques for managing stress          | Video: The Critical Issues – 3: stress management ( <a href="mailto:sue@halovine.com">sue@halovine.com</a> ).   |
| Dysfunctional Behaviour | Diagnosis of dysfunctional behaviour    | Game: Categorising (matching symptoms to diagnosis).  |
|                         | Explanations of dysfunctional behaviour | Video: Understanding Psychology – 2: mental disorder ( <a href="mailto:sales@uniview.co.uk">sales@uniview.co.uk</a> ).  |
|                         | Treatments of dysfunctional behaviour   | Presentations: Treatment options.   |
| Disorders               | Characteristics of disorders            | Letters/Leaflets: Characteristics of named disorders.   |
|                         | Explanations of ONE disorder            | Story-boards: Explanations of ONE named disorder.   |
|                         | Treatments for ONE disorder             | Research: Treatments of ONE disorder.   |

## Resources

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### Websites/E-mails

Useful sources can be found in Banyard's text: *Psychology in Practice – Health* (see below)

<http://www.psychblog.co.uk>

<http://www.holah.co.uk>

[psychology-a-request@community.ocr.org.uk](mailto:psychology-a-request@community.ocr.org.uk)"

### Appropriate Texts

Banyard, P. (1996). *Applying Psychology to Health*. London: Hodder and Stoughton. [0-340-64756-6]

Banyard, P. (2002). *Psychology in Practice – Health*. London: Hodder and Stoughton. [0 340 84496 5]

Coolican, H. (2000). *Applied Psychology*. London: Hodder and Stoughton. [0-340-63092-2]

Curtis, A. (1999). *Health Psychology*. London: Taylor & Francis. [0-415-19273-0]

Harari, P. Legge, K. (2001). *Psychology and Health*. Oxford: Heinemann. [0-435-806599]

Ogden, J. (1996). *Health Psychology: A Textbook*. Buckingham: The Open University Press. [0-335-20596-8]

Sarafino, E.P. (2006). *Health Psychology: Biopsychosocial Interactions. (5th Edition)*. USA: Wiley & Sons. Inc. [0-471-69100-3]

# Psychology of Sport and Exercise

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## Suggested Activities

| TOPIC                      | SUB-SECTION                  | ACTIVITY   |
|----------------------------|------------------------------|--|
| Sport and the individual   | Personality                  | Self-report activity – Personality: Eysenck's EPI  |
|                            | Aggression                   | Newspaper reports: Aggression  |
|                            | Motivation                   | Story-boards: Intrinsic & extrinsic motivation   |
| Sport performance          | Arousal                      | Displays: Arousal  |
|                            | Reducing anxiety             | Leaflets: Reducing anxiety   |
|                            | Self-confidence              | Story-board of David Beckham: Self-confidence  |
| Social psychology of sport | Group cohesion               | Presentation: Audience effects followed by group analysis to evaluate group cohesion during the task |
|                            | Audience effects             |  |
|                            | Leadership & coaching        | Practical construction tasks: Theories of leadership/coaching  |
| Exercise psychology        | Exercise and pathology       | Research: Exercise and pathology   |
|                            | Exercise and mental health   | Leaflets: – Benefits of exercise and mental health   |
|                            | Issues in exercise and sport | Cartoons – Body image in sport.  |

## Resources

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### Websites/E-mails

Useful sources can be found in Woods' text: *Psychology in Practice – Sport* (see below)

[www.psychblog.co.uk](http://www.psychblog.co.uk)

[www.holah.co.uk](http://www.holah.co.uk)

[psychology-a-request@community.ocr.org.uk](mailto:psychology-a-request@community.ocr.org.uk)

### Appropriate Texts

Bull, S.J. (1991). *Sport Psychology*. Marlborough: The Crowood Press. [1-85223-568-3

Davies, D. (1989). *Psychological factors in Competitive Sport*. London: The Falmer Press. [1-85000-607-5]

Gadson, S. (2001). *Psychology and Sport*. Oxford: Heinemann. [0-435-80658-0]

Gill, D.L. (1986) *Psychological Dynamics of Sport*. Human Kinetics Books. [0-87322-070-6]

Jarvis, M. (1999). *Psychology and Sport*. London: Taylor and Francis. [0-415-20641-3]

Martens, R. (1987). *Coaches' Guide to Sport Psychology*. Human Kinetics Books. [0-87322-022-6]

Woods, B. (1998). *Applying Psychology to Sport*. London: Hodder and Stoughton. [0-340-64760-4]

Woods, B. (2001). *Psychology in Practice – Sport*. London: Hodder and Stoughton. [0 340 84494 9]

# Psychology of Education

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## Suggested Activities

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| TOPIC                                     | SUB-SECTION                        | ACTIVITY   |
|---|------------------------------------|--|
| Teaching and learning                     | Theories of knowledge acquisition  | Displays x 3 + evaluation activity: Theories of knowledge acquisition                                    |
|   | Personal approaches to learning    | Self-report exercise: Personal learning styles   |
|   | Personal approaches to teaching    | Debate and evaluation: Personal approaches to teaching   |
| Student participation                     | Theories of motivation             | Spider diagrams: Theories of motivation  |
|   | Encouraging educational engagement | Development plan (after Ofsted!): How the school will encourage educational engagement                   |
|   | Student beliefs and expectations   | Story-boards: Student beliefs and expectations   |
| The social world of teaching and learning | Personal and social development    | Scenario: Moral development (e.g. Heinz' dilemma)  |
|   | Student-student interactions       | Poster: Anti-bullying strategies   |
|   | Student-teacher interactions       | Strip-cartoon: Developing positive student-teacher social interaction                                    |
| Enabling learning: dealing with diversity | Dealing with additional needs      | Within establishment research: Dealing with additional needs e.g. SENCO's                                |
|   | Enabling minority ethnic groups    | Newspapers: Ethnic minority role models  |
|   | Enabling genders                   | Video: Biological differences in brain structure (extract from 'A Boy Called Brenda' – ITV documentary). |

## Resources

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### Websites/E-mails

Useful sources can be found in Stapleton's text: *Psychology in Practice – Education* (see below)

[www.psychblog.co.uk](http://www.psychblog.co.uk)

[www.holah.co.uk](http://www.holah.co.uk)

[psychology-a-request@community.ocr.org.uk](mailto:psychology-a-request@community.ocr.org.uk)

### Appropriate Texts

Bentham, S. (2002). *Psychology and Education*. London: Taylor and Francis. [0-415-22763-1]  
 Fontana, D. (1988). *Psychology for Teachers* (2<sup>nd</sup> Edition). British Psychological Society. [0-333-46125-8]

Fontana, D. (1994). *Managing Classroom Behaviour*. BPS Books. [1-85433-123-x]

Legge, K. Harari, P. (2000). *Psychology and Education*. Oxford: Heinemann. [0-435-806556]

Slavin, R.E. (1994). *Educational Psychology*. Allyn and Bacon [0-205-19645-4]

Stapleton, M. (2001). *Psychology in Practice – Education*. London: Hodder and Stoughton. [0 340 64329 3]

## Unit G544: Approaches and Research Methods in Psychology

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### Introduction

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The two sections of this module are synoptic. They draw together learning from all units into a whole. In particular, this unit looks at approaches and develops aspects of research methods introduced in the AS modules.

Although coursework is no longer required for submission, it is recommended that the processes of designing, conducting, and evaluating be practised within a classroom setting as candidates may be asked about practical difficulties or problems and how they could be overcome or minimised.

### Suggested Activities for SECTION A

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- It is suggested that more girls than boys between 16 and 18 smoke.
- It is suggested that face recognition improves with age.
- It is suggested that there is a relationship between an individual's perception of their health status and their intelligence level.

These suggestions could be effected through the completion of the following template:

| Research Design in Psychology   |         |
|---|---------|
| STEP 1:<br>Decide on the overall AIM of the investigation                 | Example |
| STEP 2:<br>Formulate the null hypothesis and the alternative hypothesis   |         |
| STEP 3:<br>Identify the variables   |         |
| STEP 4:<br>Decide and justify an appropriate design for the investigation |         |
| STEP 5:<br>Identify and justify an appropriate sample and sampling method |         |
| STEP 6:<br>List material required (if any)                                |         |
| STEP 7:<br>Formulate a procedure for conducting the investigation         |         |
| STEP 8:   |         |

|  |  |
|--|--|
| Identify any controls including counterbalancing and allocation of participants to groups  |  |
| STEP 9:<br>List any ethical considerations   |  |
| STEP 10:<br>Identify how you will handle the results e.g. collection and recording of data |  |
| STEP 11:<br>Identify how you could present and analyse your data                           |  |
| STEP 12:<br>Evaluation and suggestions for possible further research                       |  |

## Resources

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### DVD's/Videos

- DVD/Video: *Understanding Psychology – 3: Experimental Research Methods in Psychology* by Steve Taylor – [www.halovine.com](http://www.halovine.com)
- DVD/Video: *Understanding Psychology – 4: Non-Experimental Methods in Psychology* – [www.halovine.com](http://www.halovine.com)

### Appropriate Texts

Coolican, H. (1999). *Introduction to Research Methods and Statistics in Psychology*. London: Hodder and Stoughton. [0-340-67937-9]  
 Lintern, F. Williams, L. Hill, A. (2003). *Psychology AS for OCR*. Oxford: Heinemann. [0-435-80706-4]



Heinemann is the publisher partner for OCR GCE Psychology



Heinemann is producing the following resources for OCR GCE Psychology for first teaching in September 2008.

Lintern, F. Bainbridge, A. Bradshaw, P, Latham, S. **AS Student Book with exam café CD ROM.** ISBN: 978-0435806996

Fennah, T. Hopper, J. Singleton, J. Gregory, T. Thornley, J. **AS Planning and Delivery Pack with CD ROM.** ISBN: 0435-0435807641

Lintern, F. Bainbridge, A. Bradshaw, P, Latham, S. **A2 Student Book with exam café CD ROM.** ISBN: 978-0435806934

Fennah, T. Hopper, J. Singleton, J. Gregory, T. Thornley, J. **A2 Planning and Delivery Pack with CD ROM** ISBN: 978-0435807443

**Approved publications** OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.



### **Endorsement**

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.



# 7 Stretch and Challenge

| TOPIC: DISORDERS   |  |  |
|--|--|--|
| REQUIRED INFORMATION   | STRETCH  | CHALLENGE  |
| <ul style="list-style-type: none"> <li>• Definition of anxiety + examples.</li> <li>• Decide which anxiety disorder to consider e.g. phobia/Post Traumatic Stress Syndrome.</li> <li>• Describe a chosen anxiety e.g. 'a phobia is an intense, persistent and irrational fear of a particular object, situation, place or activity which is accompanied by a compelling desire to avoid and escape it.'</li> <li>• Therefore there are various explanations for the development of a phobia:               <ol style="list-style-type: none"> <li>a) Behavioural e.g. classical conditioning – evidence from Watson &amp; Raynor.</li> <li>b) Biological e.g. genetic + evidence from Gottesman &amp; Shields</li> <li>c) Cognitive + evidence e.g. DiNardo / Aaron Beck.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• These can be categorised into specific phobias, social phobia, and agoraphobia + examples.</li> <li>• Operant condition and/or Social Learning Theory</li> <li>• Biochemical/neurological e.g. Asso &amp; Beech.</li> <li>• Bowlby and/or Parker</li> </ul> | <p>For synoptic element:</p> <ul style="list-style-type: none"> <li>• If PTSS is chosen, there could be a link to the Stress Section of this module.</li> <li>• Further development could be made in relation to the onset of phobias etc.</li> </ul> <p>For a synoptic element:</p> <ul style="list-style-type: none"> <li>• If phobias is chosen, links could be made to Savage-Rumbaugh / Bandura / Freud etc.</li> </ul> |
| <p>A grade 'A' candidate would be expected to consider all 4 explanations in their EVALUATION, and draw some form of conclusion.</p>   |  |  |
| <p>Using the information above, the following question could be answered:</p> <p>(a) Describe ONE explanation of an affective disorder of your choice. [12]</p> <p>(b) Evaluate explanations of affective disorders. [18]</p>  |  |  |

# 8 Statistics for Psychologists

|   |  |
|---|--|
| THIS CHART REFERS TO UNIT G544  |         |
| PRESENTATION OF DATA  |  |
| Measures of Central Tendency & Dispersion   | Mean      Range<br>Median      Variation Ratio<br>Mode                                     |
| Data tables   | Graphs: a) Bar<br>b) Histogram<br>c) Scattergram   |
| ANALYSIS OF DATA  |  |
| Sign Test   | Test of difference using:<br>1) Nominal data<br>2) Related measures design                 |
| Chi-Squared Test  | Test of association using:<br>1) Nominal data<br>2) Independent measures design            |
| Wilcoxon Matched Pairs Signed Ranks Test  | Test of difference using:<br>1) Ordinal data<br>2) Related/matched pairs design            |
| Mann-Whitney U Test   | Test of difference using:<br>1) Ordinal data<br>2) Independent measures design             |
| Spearman's Rank Order Correlation Coefficient   | Test of correlation (relationship) using:<br>1) Ordinal data<br>2) Pairs of related scores |
| PROBABILITIES   |  |
| Psychologists use the 0.05 as the minimal level of significance. Therefore:<br><br>$p > 0.05$ means the results/findings are not SIGNIFICANT<br>$p < 0.05$ means the results/findings are SIGNIFICANT   |  |
| TYPE 1 AND TYPE 2 ERRORS  |  |
| In Psychology we can never be absolutely certain that the results are valid. When researchers choose $p < 0.05$ , there is a 5% chance that the results may be due to 'fluke'. Therefore if researchers claim their findings to be significant they <u>could</u> be making a <u>Type 1 Error</u> . If the researcher chooses a lower level of significance e.g. $p > 0.01$ , if they then claim there is no significance in their findings, they <u>may</u> be making a <u>Type 2 Error</u> , because in reality there may be a difference. |  |

## Appropriate Texts

- Cardwell, M. Clark, L. Meldrum, C. (2000). *Psychology for A Level*. London: Collins. [0-00-322474-0]
- Coolican, H. (1999). *Introduction to Research Methods and Statistics in Psychology*. London: Hodder and Stoughton. [0-340-67937-9]
- Dyer, C. (1995). *Beginning Research in Psychology*. Oxford: Blackwell. [0-631-18929-7]

## 9 FAQ's for Psychology

### WHERE WILL I FIND SUPPORT?

- The OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)
- Support materials, including the specification, schemes of work, lesson plans etc – obtainable from OCR.
- OCR training courses listed in a booklet sent to Centre Examination Officers and posted on the OCR website.

### WHERE WILL I FIND DETAILS OF THE NEW CORE STUDIES?

- [www.ocr.org.uk](http://www.ocr.org.uk)
- [www.psychblog.co.uk](http://www.psychblog.co.uk)
- Other Internet sites
- [psychology-a-request@community.ocr.org.uk](mailto:psychology-a-request@community.ocr.org.uk)
- New OCR specified texts which will available from September 2007.

### HOW WILL I GET PAST PAPERS AND FEEDBACK ON EXAMINATIONS?

- From Specimen Examinations Materials available via [www.ocr.org.co.uk](http://www.ocr.org.co.uk)
- After January 2009: Examiners' Reports and Past Papers will be available via [www.ocr.org.co.uk](http://www.ocr.org.co.uk)
- From September 2009 feedback will be available via annual OCR courses.