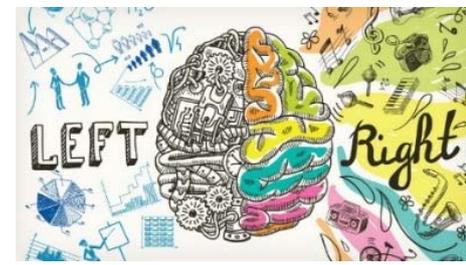


A-Level Psychology Bridging Work



Welcome to the Psychology department. The majority of you will not have studied psychology before. It's a fascinating subject which impacts every part of our lives. As an introduction to your A-level we would like you to do some research. The tasks below must be completed over the summer holidays and brought with you to your first Psychology lesson in September.

You must complete tasks 1, 2 and 3

You can complete them in any appropriate format you would like to use e.g. power point presentation, poster, short essay (approx. 500 words), podcast etc. The work should take you 3 hours.

TASKS:

1. Why have you chosen Psychology A-level? (a few sentences – this can be answered/presented separately to the third task).
2. What is Psychology? (a few sentences – this can be answered/presented separately to the third task).

AND

3. Research and create a presentation (see guidance above) on **part a (famous psychologist)**. **Then also choose either b (psychology in the news) OR c (psychology in literature/documentaries).**

a. Famous Psychologist

Over the past 100 years Psychology has emerged as a science. During this time there have been a number of prominent Psychologists. Choose one of the following Psychologists and explain what their contribution has been to our understanding of Psychology. What do you think of their work?

- Freud
- Skinner
- Zimbardo
- Loftus
- Piaget

AND

b. Psychology in the news

There are many news topics that are relevant to psychology e.g. mental health issues, social media, education, crime, celebrity issues etc. Choose a relevant news story to share and explain the links to psychology.

OR

c. Psychology in literature/documentaries

Every week on TV there are different 'Psychology' documentaries there are also a number of 'Psychology' books. Prepare a review of the documentary/book to explain to the class what it was about and what you have learned from it.



Psychology Bridging Work

A Research Study

You will learn during A Level Psychology that evidence is vital for drawing conclusions about human behaviour.

For your bridging work, you have the opportunity to design and carry out your own piece of research from a list of topics.

You will be required to design and give out a simple questionnaire, analyse the results, draw conclusions, and think of some strengths and weaknesses of your design.

You will be required to hand in:

- A report outlining the aims, procedure, results and conclusion of the research
- A report outlining how ethical guidelines have been met or dealt with in your study
- Original drafts and redrafts of the questionnaire
- A copy of the questionnaire with 2 completed versions from participants
- An evaluation of the research
- Anything else you think relevant

Choose one of the following topics from A Level Psychology to carry out your research on:

- 1. Whether people are more likely to be scared/phobic of animals that can cause harm than animals that cannot.**
- 2. The factors/variables that would define whether or not we obey in certain situations.**
- 3. Whether or not women value a partner with wealth and resources, and men value a partner who is youthful and attractive.**
- 4. Whether people think crime is a result of nature or nurture.**
- 5. Whether accuracy of memory can be altered by post-event discussion.**

See the sheet at the back for help and guidance on each of these topics. Each of these topics will be covered across the A level Psychology course.

The research must be carried out in the form of a questionnaire, but you may use materials alongside the questionnaire, such as scenarios, pictures and case studies for the participants to consider. You can create a questionnaire to hand out in person, via social media, or using a website such as [surveymonkey.co.uk](https://www.surveymonkey.co.uk). Participants must be 16 and over. Aim for 10 participants, you can have more.

Please read through all the information before carrying out your study.

Guidance for carrying out your research and completing your report

Before you carry out your research:

- Choose a topic quickly and stick with it. You could waste a lot of your summer holiday deciding which topic to carry out!
- You must find one or two pieces of existing information (this can be research evidence or theories) on the topic. These can be summarised in the 'background information' section of your report. Keep it brief.
- Write up the aim of your study. Do not stray from the topics given above but you may wish to add additional wording.
- Draft your questionnaire. It should:
 - Be short. A long questionnaire will be difficult for you to analyse and may put participants off. The shorter the better!
 - Include at least one question that gathers quantitative (numerical) data. This could include Likert scales (look that up).
 - Include at least one question that gathers qualitative (longer, written) data.
 - Not ask for any personal information that could mean the participant is identifiable in any way, i.e., name, personal details.
- **Your questions should not make anybody feel embarrassed or upset. Ask for general opinions rather than personal information. You are not allowed to make anybody feel uncomfortable.**
- Read through and complete the ethics form. This MUST be done before you ask any participants to answer the questionnaire.
- Go back to your questionnaire and make amendments based on the ethics form. This should include an introductory paragraph outlining the aim of your study and reiterating that it is not compulsory to take part. It should also include an email address for you in case they have further questions.
- Decide how many people you are going to ask (aim for 10-15) and how you are going to find/approach them.
- Tip; don't over complicate things! Choose people you can easily access such as friends and family. Keep the questionnaire as simple and brief as you can.

When carrying out your research:

- Ensure you ask participants politely to take part. Respect their wishes if they say no.
- Make sure they have read the paragraph at the top which outlines the aim of the study.
- Thank them for taking part in the study and let them know that if they have any questions then they can contact you.
- Don't force them to answer questions if they leave them blank. This was their personal choice and they have the right to do so.

- Take note of the situation in which they are completing the questionnaire. Are they on their own or with people around? Could they be influencing each other's answers in any way? (You don't need to change the situation if you are not happy with it, but just make a note of it because it will be relevant when you come to evaluate).

When writing up your research:

- You will need to analyse the quantitative data and produce some form of graph to show the results. This could be the mean, median, mode or range, or could be in the form of percentages. Your graph can be a bar chart, histogram or pie chart. You will be marked on your maths skills.
- In order to support your conclusions, you need to use the qualitative data. Highlight answers in the completed questionnaires that you think are important. Give examples of these answers in your report booklet.
- Refer back to the original research from 'background information' in your conclusion. Make a decision as to whether or not you think your research supports or refutes the existing evidence, or is inconclusive.

Evaluation:

Write up at least two fully explained strengths and two fully explained weaknesses of your study. You could consider the following points:

- Was it ethical? Were all ethical guidelines met? If not, why? And what did you do to reduce the impact of any ethical issues?
- Do you think the answers that participants gave were truthful? Why/why not? What could have caused them to lie?
- Did you have a good response rate to the questionnaire? Why/why not? How might this have affected results?
- Did every participant have the same experience, i.e., was it reliable?
- How might the situation have affected certain participants?
- Consider the number of participants that you have asked. Was it large enough to draw conclusions on this topic?
- Consider the demographics of the participants (age, gender, location, etc). Were they similar or different? How might this have affected the results?
- You told the participants the aim of the study beforehand. How might this have impacted results?

Help and Guidance for Research Topics

1. Whether people are more likely to be scared/phobic of animals that can cause harm than animals that can't.

Research:

Biological preparedness

Martin Seligman (1970)

You could:

Ask people if they have a phobia or fear of animals and record what animals they are.

Present participants with a list of animals that are either harmful or non-harmful and ask people to rate how scary they are.

2. The factors/variables that would define whether or not we obey in certain situations.

Research:

Milgram's study of obedience

Milgram's variations of his study of obedience

Situational variables affecting obedience

You could:

Present various scenarios to participants with differing situational variables and ask them whether or not they would obey.

Ask people to rate which factors they think are most important when it comes to deciding whether or not to obey instructions.

3. Whether or not women value a partner with wealth and resources, and men value a partner who is youthful and attractive.

Research:

Sexual selection and long term mate preferences including the theories of David Buss.

David Buss (1989) research into partner preferences.

Eastwick and Finkel (2008).

You could:

Ask males and females what traits they value most in a partner.

Ask males and females what they like most about their existing partner.

Use celebrity couples and ask participants to judge the factors as to why they are together.

4. Whether people think that crime is a result of nature or nurture.

Research:

Genetic explanations of crime.

Adrian Raine (1993) twin study of delinquents.

Edwin Sutherland (1939) differential association theory.
Bandura (1963) Bobo dolls study.
Any other non-biological explanations of criminal behaviour.

You could:

Ask participants for their opinions on whether criminal behaviours are a result of biology or environment/society.

Give real life crime/criminals as examples and ask people to judge if they think it is a result of biology/nature and environment/nurture.

5. Whether accuracy of memory can be altered by post-event discussion.

Research:

Gabbert et al (2003)

Loftus and Pickrell (1995)

Loftus and Palmer (1974)

Johnson and Scott (1976)

You could:

Ask participants to watch a 30 second video of a bank robbery, discuss the video and subsequently ask questions about the events depicted.

Ask participants to recall as much detail of photographs of people before and after discussion.

Psychology Bridging Work

Assessment Criteria

The following grading criteria will be used when assessing your work

	Level 1: Basic/Requires action	Level 2: Reasonable/Pass	Level 3: Very good/merit
What does this level mean?	This level will show that you have not attempted the work properly, or not understand the demands of psychological research.	This level will show that you have attempted and completed all areas of the work, but parts are lacking in detail or accuracy.	This level will show that you have attempted and completed all areas of the work to a good standard.
Planning the study	There is little evidence of background research. The questionnaire is poorly designed or drafted. The ethical report is not completed to a good standard.	There is some evidence of background research. The questionnaire is adequate. The ethical report is completed in basic detail.	There is good evidence of background research. The questionnaire is designed in a way to produce useful results to test the aim. The ethical report is completed in good detail.
Carrying out the study	It is likely that the study was not carried out properly or ethically. The results may have been forged, or not enough participants were asked to take part.	There is an adequate number of questionnaires completed by participants. There is evidence that ethical guidelines have been met.	A decent amount of data has been collected for analysis. Ethical guidelines have been met well and there are no ethical issues.
Analysing the results	The quantitative data analysis shows a poor understanding of maths skills. The conclusion is brief and doesn't refer well to the results or the original evidence.	The quantitative data analysis shows some understanding of maths skills. There is a conclusion which refers to the results and original evidence, but it may be brief.	The quantitative data analysis shows a good understanding of maths skills. There is a detailed, insightful conclusion that makes good use of the results and refers well to the original evidence.
Evaluating the study	The evaluation is either absent, or poorly done. There will be a lack of understanding of the strengths and weaknesses of the research. Quality of written communication may be poor.	The evaluation either has less than 4 strengths or weaknesses, or has 4 that are written in basic detail or may be incorrect. There is some evidence of good quality written communication.	The evaluation has at least 4 well written, detailed strengths or weaknesses of the study. There is a good quality of written communication.

Bridging Work Research

Ethics Report

You have been given some key ethical issues that must be considered whenever research is carried out. Research what these ethical issues are, summarise them and state why it is important that it is met. You then need to briefly outline how you will meet this guideline in your research.

Ethical issue or guideline	Summary	Why should this guideline be met?	How you intend to meet it in your study.
Consent			
Deception			

Privacy			
Confidentiality			
Protection from harm			
Debrief			

Psychology bridging work feedback

Name:

Overall Level achieved:

Content	Level achieved
A report outlining the aims, procedure, results and conclusion of the research	
A report outlining how ethical guidelines have been met or dealt with in your study	
Original drafts and redrafts of the questionnaire	
A copy of the questionnaire with 2 completed versions from participants	
An evaluation of the research	
Other relevant information	
Planning the study	
Carrying out the study	
Analysing the results	
Evaluating the study	
What went well:	
Even better if:	

Task 2

Get a folder and some dividers. A large lever arch file is best. Any colour you like.

You will be doing seven units in Year 12 and four in Year 13. Put some lined paper in there and a highlighter. Include some plastic wallets too.

Always bring your folder with you. As you will be adding more work to your folder you can choose to leave it in your locker.