

Name:

# A level psychology bridging booklet

Welcome to A level psychology, unlike many of your other subjects psychology will probably be completely new to you. This booklet aims to give you an introduction that will let you see the kind of things that psychologists study and some of the techniques they use.

## How to complete this booklet.

1. This booklet is designed to run alongside the Open University's free course 'Starting with psychology' You will need to **log onto the OU website and create an account** then **enrol on the 'starting with psychology course'** when you have completed the course you can print off a free certificate of participation from the OU, please attach that to this booklet when you are finished.
2. The course has a number of activities to complete as you work through it. Record your responses/notes in the places provided in this booklet. I have set additional questions for you to answer as you progress. I hope you enjoy it.

**Follow this link** to the Open University website <https://www.open.edu/openlearn/>

Click 'free courses' from the bar across the top of the screen.

Scroll down and search 'starting with psychology' in the search bar.

Under the blue heading 'health, sport and psychology', third from the bottom select 'starting with psychology'.

Then click 'create account/sign in'

Create an account and submit

Then click 'sign in to return to the page you were on'.

Sign in

Click 'enrol now'

3. You need to print off this booklet, or if printing is a problem make your own booklet on paper as you go along.
4. **You don't need to complete the whole course in one go! The course is designed to take 5 hours so you can do a section at a time if you prefer and keep coming back to it.**

Sections of booklet to complete	Completed
Section 1 Studying people	
Section 2 A brain of two halves 2.1 Introduction 2.2 The story of split brain patients.	
Section 3 IT'S THE THOUGHT THAT COUNTS 3.1 organisation and improved recall 3.2 Using mental images	
3.3 Forming concepts 3.4 Schemas	

<b>Section 4 ADULT &amp; INTIMATE RELATIONSHIPS</b> 4.1 Introduction. 4.2 Attraction 4.6 Staying together or falling apart	
<b>Section 5: Group pressure</b> 5.1 introduction.	
5.2 In-groups & out-groups	
5.3 Groups and conformity	
<b>Section 6: What makes us who we are</b> 6.1 introduction 6.2 Multiple influences	
6.3 The Zidane head-butt 6.4 Zidane's background	

**Section 1: Studying people.**

Q1. How does the British psychological society define psychology?

.....

.....

**Activity 1: boys' toys and girls' toys**

List your ideas here	Reveal discussion, what ideas had you missed? List them here.

**Section 2: A brain of two halves**

**2.1 Introduction**

Write down 5 things you have learnt about the brain from the reading.

## 2.2 The story of split-brain patients.

Watch this split-brain research <https://www.youtube.com/watch?v=BEduG0wAgd4> (6 mins)

Questions.

1. What is meant by a split-brain operation?

.....  
.....

2. Why is a split-brain operation carried out?

.....  
.....

**Roger Sperry (1968)**

3. Explain what happened in Sperry's study when a split-brain patient was blindfolded and given object to feel with their left hand.

.....  
.....

Watch this to see the experiment <https://www.youtube.com/watch?v=aCv4K5aStdU> (4 mins)

Have a go at Activity 2a & 2b:

Did you get the answers right?

If not don't be put off, these are very difficult studies to follow!!! You will study these in more depth so don't worry if they don't make sense now.

## Section 3 IT'S THE THOUGHT THAT COUNTS

### 3.1 organisation and improved recall

*What do cognitive psychologists' study?*

.....  
.....

### 3.2 Using mental images

*How do adults think?*

.....  
.....



*What is meant by the phrase fuzzy concept?*

.....  
.....

*Describe how children overgeneralise when they're learning concepts*

.....  
.....

**Activity 6; a memory test.**

Write down the words you can recall here.

Reveal discussion- words you recalled with the extra cues

*In experiments of this kind most participants recall more after they have been given a cue, what does this show us about our memories ?*

.....  
.....

**Activity 7: Identifying variables again**

Identify the IV & the DV in the Mandler experiment

Independent variable (IV)

Dependent variable (DV)

**3.4 Schemas**

*What are schemas?*

.....  
.....

*Give an example of a schema*

.....  
.....

Identify the IV and the DV in Bransford and Johnson's study

IV=.....

DV=.....

## Section 4 ADULT & INTIMATE RELATIONSHIPS

### 4.1 Introduction.

Who has most relationship research focussed on?

.....  
.....

Contrary to popular belief how are most marriages across the world entered into?

.....  
.....

What did Buss' research find about the reasons for getting married in different countries, give two examples:

.....  
.....  
.....  
.....

Most research has focused on heterosexual relationships, what have researchers found regarding hetero and homo sexual relationships?

.....  
.....

### 4.2 Attraction

What are the three most important influences in finding another person attractive?

- ♥ .....
- ♥ .....
- ♥ .....

### Proximity & Familiarity

What is meant by the term 'proximity'?

.....  
.....

What is meant by the term 'familiarity'?

.....  
.....

What did Zajonc (1968) mean by the 'mere exposure effect'

.....  
.....  
**Similarity**

*What are the most important similarities when forming a relationship?*

.....  
.....

*Why does Duck (1992) say that these are the most important similarities?*

.....  
.....

**Physical appearance**

*What physical attributes are considered attractive in:*

females

males

Both sexes

*Which is the celebrity you find most attractive? ..... Do they fit the pattern identified above??!!*

Do you know what 'personal adverts as mentioned in Cameron's study are? Well in the olden days before tinder and the like if you were looking for romance you would put an advert in the personal column of a local paper

*What does Cameron et al (1997) find in her research regarding how males and females describe themselves?*

.....  
.....

**Activity 8 testing Cameron's research**

**Find the personal ads in a local newspaper (if you can! As a an alternative get some of your friends to describe themselves if they were creating an ad!)**

How females describe themselves

How males describe themselves

**Evolutionary psychologists look at how humans have evolved to explain current behaviour.**

*What does Darwin's theory of evolution and natural selection state?*

.....  
.....

Based on evolution which type of physical characteristics are the most attractive?

.....  
.....

In Swami & Furnham's (2006) study what is the characteristic of females that is found to be attractive across many cultures?

.....  
.....

How does preferred body weight of females differ between cultures?

.....  
.....

What is the matching hypothesis?

.....  
.....

### 4.3 Staying together or falling apart

What are Sternberg's three components of love?

- ♥ .....
- ♥ .....
- ♥ .....

### Activity 9: Your Relationships

Notes here

How did Gotteman (1999) collect his data?

.....  
.....

What characteristics did successful couples have?

.....  
.....

## Section 5: Group pressure

### 5.1 introduction.

What was 'heaven's Gate' & what did they do?

.....  
.....



## 5.2 In-groups & out-groups

1. What is meant by an 'in-group'?

.....

2. What is meant by an outgroup?

.....

### Activity 10: us and them

Examples of us & them thinking in article
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Any Extra examples from the 'reveal discussion'
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How could SIT (social identity theory) explain racist attacks?

.....

.....

What is a stereotype?

.....

.....

Stereotypes and over generalisations help us understand the world, when do they become dangerous?

.....

.....

Watch this - The fake link between race and IQ <https://www.youtube.com/watch?v=m5aOnGdWr78> (12 mins)

## 5.3 Groups and conformity

### Activity 11: group pressure

Jot down here a time you can think of when you have conformed:
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Activity 11 asks you to imagine what you would do in Asch's experiment. Follow this link to see the study explained and footage from the study. <https://www.youtube.com/watch?v=NyDDyT1IDhA> (5 mins)

Bond & Smith (1996) found that collectivist cultures were more conformist than individualistic cultures.

*What is a collectivist culture? give an example*

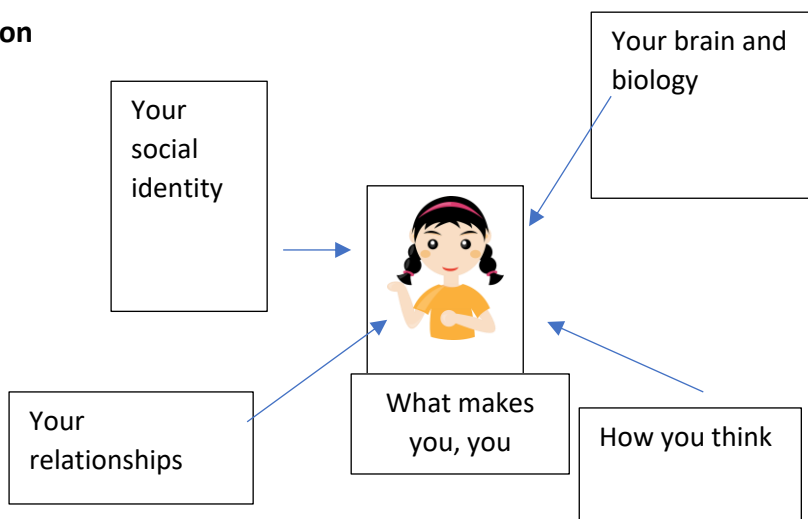
.....  
.....

*What is an Individualistic culture? Give an example.*

.....  
.....

## Section 6: What makes us who we are?

### 6.1 introduction



*These are just the ones that you have covered in this course, what else do you think contribute to what makes you, You. Add them to the picture.*

### 6.2 Multiple influences

*Give some examples of (within) internal influences on an individual's behaviour.*

.....  
.....

*Give some examples of factors of (outside) External influences on behaviour*

.....  
.....

### 6.3 The Zidane head-butt

Read the description and make notes on what you think may have happened. Zidane head-butt on you tube <https://www.youtube.com/watch?v=zAjWi663kXc> (1 min)

.....  
.....  
.....

Psychologists must be careful to distinguish between what they observe, and what they infer.

*What did you observe in the you tube clip of Zidane and what did you infer*

observations
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inferences
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### 6.4 Zidane's background

#### Activity 13 Why did he do it?

Jot down all the different explanations <b>you</b> can think of as to WHY Zidane head-butted the other footballer man.
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What explanations do the public come up with for Zidane's behaviour?
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#### Activity 14: explanations from three psychologists.

Summarise their explanations below

Biological	Cognitive	Social

Write a paragraph explaining how the three approaches interact to explain Zidane's behaviour.

.....  
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