

# Connection

Identify what each image shows

Give examples of how these could be used in psychology



Personality Inventory

Your response  
Please try to  
you believe. I  
by checking  
You may wish

Disagree Disagree Neutral Agree Ag  
Strongly Strongly Strongly Strongly

1. ☐ ☐ ☐ ☐ ☐

2. ☐ ☐ ☐ ☐ ☐

3. ☐ ☐ ☐ ☐ ☐

Working with a computer would make

**Key terms:**  
**Independent variable**  
**Dependent variable**  
**Operationalise**

# Learning Objectives/Outcomes

- **What – understanding the course requirements for A level Psychology;**
  - **and look at how to design, carry out, and evaluate a content analysis**
  - **How – by listening, asking questions, and conducting a content analysis!**
  - **Why – to prepare you for A level psychology.**
- ▣ **All of you will be able to outline a content analysis**
  - ▣ **Most of you will also be able to describe a content analysis in more detail, and make two evaluative points of them**
  - ▣ **Some of you will also be able to critically evaluate a content analysis and apply this to how it could be used in the study of psychology**

# Studying Psychology at AS

The A level course is studied over 2 years, but at the end of Y12 you will be taking the AS qualification. This is a stand alone qualification. The full A level includes content from both years.



The AS course has two exams which will both be taken in June 2018

**Research methods are the building blocks of psychology!**



# Overview of Content

AS

## Subject content

1 Social influence

2 Memory

3 Attachment

4 Approaches in Psychology  
(including Biopsychology)

5 Psychopathology

6 Research methods

### Assessments

#### Paper 1: Introductory topics in psychology

##### What's assessed

Compulsory content 1–3 above

##### Assessed

- written exam: 1 hour 30 minutes
- 72 marks in total
- 50% of AS

##### Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks

#### + Paper 2: Psychology in context

##### What's assessed

Compulsory content 4–6 above

##### Assessed

- written exam: 1 hour 30 minutes
- 72 marks in total
- 50% of AS

##### Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks

# Overview of Content

## A-Level

### Compulsory content

- 1 Social influence
- 2 Memory
- 3 Attachment
- 4 Psychopathology
- 5 Approaches in Psychology
- 6 Biopsychology
- 7 Research methods
- 8 Issues and debates in psychology

## 2.2 A-level

### Subject content

#### Compulsory content

- 1 [Social influence](#) (page 16)
- 2 [Memory](#) (page 17)
- 3 [Attachment](#) (page 17)
- 4 [Psychopathology](#) (page 17)
- 5 [Approaches in psychology](#) (page 18)
- 6 [Biopsychology](#) (page 19)
- 7 [Research methods](#) (page 19)
- 8 [Issues and debates in psychology](#) (page 21)

#### Optional

##### Option 1

- 9 [Relationships](#) (page 22)
- 10 [Gender](#) (page 22)
- 11 [Cognition and development](#) (page 22)

##### Option 2

- 12 [Schizophrenia](#) (page 23)
- 13 [Eating behaviour](#) (page 23)
- 14 [Stress](#) (page 23)

##### Option 3

- 15 [Aggression](#) (page 24)
- 16 [Forensic psychology](#) (page 24)
- 17 [Addiction](#) (page 24)



## Assessments

Paper 1: Introductory topics in psychology	+	Paper 2: Psychology in context	+	Paper 3: Issues and options in psychology
<b>What's assessed</b>  Compulsory content 1–4 above		<b>What's assessed</b>  Compulsory content 5–7 above		<b>What's assessed</b>  Compulsory content 8 above  Optional content, one from option 1, 9–11, one from option 2, 12–14, one from option 3, 15–17 above
<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 2 hours</li> <li>96 marks in total</li> <li>33.3% of A-level</li> </ul>		<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 2 hours</li> <li>96 marks in total</li> <li>33.3% of A-level</li> </ul>		<b>Assessed</b> <ul style="list-style-type: none"> <li>written exam: 2 hours</li> <li>96 marks in total</li> <li>33.3% of A-level</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: multiple choice, short answer and extended writing, 24 marks</li> <li>Section B: multiple choice, short answer and extended writing, 24 marks</li> <li>Section C: multiple choice, short answer and extended writing, 24 marks</li> <li>Section D: multiple choice, short answer and extended writing, 24 marks</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: multiple choice, short answer and extended writing, 24 marks</li> <li>Section B: multiple choice, short answer and extended writing, 24 marks</li> <li>Section C: multiple choice, short answer and extended writing, 48 marks</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: multiple choice, short answer and extended writing, 24 marks</li> <li>Section B: one topic from option 1, 9–11 above, multiple choice, short answer and extended writing, 24 marks</li> <li>Section C: one topic from option 2, 12–14 above, multiple choice, short answer and extended writing, 24 marks</li> <li>Section D: one topic from option 3, 15–17 above, multiple choice, short answer and extended writing, 24 marks</li> </ul>

# Comparing AS and A level

- The difference between the AS and the A level in terms of content is: the content is mostly the same in the A level compulsory topics as it is in the AS, however, there are some additional theories/ explanations which are needed and they are in more depth. For example, in **the approaches in psychology** at AS it's Learning, Cognitive and Biological, however for A level it is those approaches **and** Psychodynamic, Humanistic, and a comparison of approaches.

Your taster lessons are an example of this as today you will be covering a method not examined until A level, but in your 1 hour taster you will be looking at Aims and Variables which are needed from the AS

- This course will be taught to A level standard from the start of Y12, however, it will be made clear what will be examined in the AS exam you will take in June 2016.
- So for example, you will be taught all six of the approaches in psychology but will only revise the three which will be examined in the AS exam.
- However the following year you will revise all six approaches.



# Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Psychology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
  - in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
  - make judgements and reach conclusions
  - develop and refine practical design and procedures.

## Weighting of assessment objectives for AS Psychology

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	19–22	14–17	35–37
AO2	12–15	18–21	32–34
AO3	15–18	13–16	30–32
Overall weighting of components	50	50	100

At least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.

## Weighting of assessment objectives for A-level Psychology

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	11–14	7–10	9–12	30–33
AO2	6–9	16–19	5–8	30–33
AO3	12–14	7–9	15–17	36–38
Overall weighting of components	33.3	33.3	33.3	100

At least 10% of the overall assessment of psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods.

## 5.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### AS

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Introductory topics in psychology	72	x1	72
Paper 2: Psychology in context	72	x1	72
Total scaled mark:			144

### A-level

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Introductory topics in psychology	96	x1	96
Paper 2: Psychology in context	96	x1	96
Paper 3: Issues and options in psychology	96	x1	96
Total scaled mark:			288

# Experimental and Non-Experimental Methods

- **Experimental methods** of research take the form of laboratory, field, quasi and natural experiments
- One of the most often used methods in psychological research is **the experiment** where the researcher **manipulates the IV to see the effect it has on the DV**. A key feature of this method is that extraneous variables can be **controlled**, so the researcher can infer a **cause and effect** relationship, i.e. **the IV is what caused the DV to change**.
- **Non-experimental methods** include questionnaires, interviews, correlation studies, observational studies, **content analysis**, and case studies.
- Here there is no IV being manipulated but the findings allow us to describe behaviour

# Activation – Think/Pair/Share

- You will be watching a short clip of a Tom and Jerry cartoon.
- You need to come up with six behaviour categories to look for which are examples of aggression – operationalise!
- Suggestions ...?



**Draw up a Tally Chart with the behavioural categories**



Watch the clip of Tom and Jerry, and put a mark in the relevant category.

What did we  
find?

# Results!

- **Have you come up with different figures for the categories? Why might this be?**
- **So what could we do to prevent this from happening?**



# *Demonstration – 10 mins*

## *CONTENT ANALYSIS*

- *You have just conducted a content analysis – read through your sheet*
- *Summarise in your own words what a content analysis is*
- *Come up with at least two evaluation points*
- *Explain how a content analysis could be used in real life*

# Learning objectives/outcomes



- ▣ **All of you will be able to outline a content analysis**
- ▣ **Most of you will also be able to describe a content analysis in more detail, and make two evaluative points of them**
- ▣ **Some of you will also be able to critically evaluate a content analysis and apply this to how it could be used in the study of psychology**

# Pair work – A02

- You will be given a list of some evaluative points about this method. Decide together which are strengths and which are weaknesses.





# Activation - Schwaner, S. (2005)

- Hypothesis

Provocative dress (skimpy and sexy clothing) will be significantly more prevalent in music videos than it was in the 1980s.

- Method

- Conducted a content analysis of music videos of MTV, MTV2, VH-1, BET, and CMT.

The sample was recorded on videotape (weekdays only) during a five-week period in December and January 2004-05. Two hours of music video programming were recorded each day between the hours of 6 AM and 8 AM for MTV, MTV2, VH-1, and CMT. Two hours of music video programming were recorded each day between the hours of 9 AM and 11 AM for BET.

**Table 3.17 Frequency of character clothing types**

Value Label	Frequenc y <i>N</i>	Percent %
Man with open shirt	32	8.5
Woman with open shirt	51	13.6
Man in hot pants	0	0.0
Woman in hot pants	21	5.6
Man with no shirt	19	5.1
Woman in bathing suit	6	1.6
Man with undergarments exposed	2	.5
Woman with undergarments exposed	20	5.3
Man in undergarments	1	.3
Woman in undergarments	7	1.9
Partial Nudity (male/female)	1	.3
Total Nudity (male/female)	1	.3

*N* = 376

# Findings

Hypothesis eight, which stated that provocative dress (skimpy and sexy clothing) will be significantly more prevalent in music videos than it was in the 1980s, was supported. Characters in the current study appeared in sexy clothing just over 6% more often than characters appeared in provocative clothing in a 1980s study (Sherman & Dominick, 1986). Despite this difference being a fairly modest increase, it was statistically significant.

In pairs write a sentence to conclude

**The findings suggests that provocative dress (skimpy and sexy clothing) has increased over the last two decades.**

# **Summer task**

## **How to design one ...**

- 1. Decide what behaviour you wish to study**
- 2. Operationalise that behaviour (make it specific and measureable)**
- 3. Draw up a tally chart**
- 4. Carry out the content analysis**

**You are going to complete a content analysis of music videos over the last twenty years!**

# Consolidation

## past paper question

5

A researcher used content analysis to investigate how the behaviour of young children changed when they started day care.

He identified a group of nine-month-old children who were about to start day care.

He asked the mother of each child to keep a diary recording her child's behaviour every day for two weeks before and for two weeks after the child started day care.

5 (a)

Explain how the researcher could have used content analysis to analyse what the mothers had written in their diaries.

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Content analysis is a way of analysing data such as text using coding units such as themes. In this case mothers were asked to write down how their child behaved, so students might suggest.

Create a checklist/categories

Relevant example(s) of behaviours eg aggression, crying

Read through the diaries/mothers' writing/reports

Counting behaviours or tallying

Compare before and after day care

Any 1 of these equals 1 mark

Any 2 of these equals 2 marks

For 3 marks any 3 components but must refer to reading diaries/mothers' writing/reports.

For 4 marks any 4 components but must refer to reading diaries/mothers' writing/reports.

ie Max 2 marks if there is no reference to reading diaries.

<b>AO3 Knowledge and understanding of content analysis</b>
<b>4 marks Effective explanation</b> Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of how content analysis could be used. Includes reference to both coding/categorizing and counting.
<b>3 marks Reasonable explanation</b> Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of how content analysis could be used
<b>2 marks Basic explanation</b> Explanation demonstrates basic knowledge of how content analysis could be used
<b>1 mark Rudimentary explanation</b> Explanation demonstrates rudimentary knowledge of how content analysis could be used
<b>0 Marks</b> No creditworthy material

# Learning objectives/outcomes



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