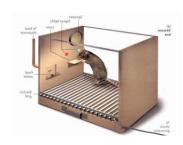
# PSYCHOLOGY BRIDGING WORK - FOUR TASKS PLUS OPTIONAL EXTENSION TASK

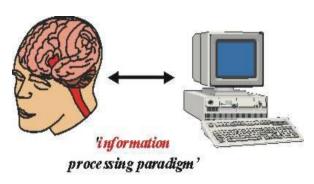
Welcome to AS Psychology. Psychology is interested in explaining why we behave the way we do. While you might think you are free to behave how you like, if you have ever tried to stop a bad habit or start a good habit you will know it is not that easy. So what else drives our behaviour?

There are many different types of psychology and like fashion, different ones have been more influential at different times. The first activity below will help you understand some of the different types of psychology and get an idea of the subject's history. You can use this website to help you <a href="http://psychology.about.com">http://psychology.about.com</a>, and there are many others. Most of the terms needed are in the box below task 1, you just need to carry out a bit of research to sort them out.

TASK 1: A BRIE	F HISTORY OF PSYCHOLOGY	ATHER
The roots of mo	odern psychology can be traced back to the	SPARTA CONTINUE
The first experi	mental psychology laboratory set up in 1879 in the University of Leipzi	g (Germany) by
	He and his colleagues studied the human mind through <b>in</b>	trospection. This meant
observation by	early psychologists to study and analyse the elements of their own me	ental processes (their own
thoughts). This	s was eventually rejected for being too	ME
The theory of <b>p</b>	sychoanalysis was developed by He liv	ved from ME
	to (not below - find this one out). He thought that proble	ms in ME
adulthood are	often caused by a person's early experiences i.e. childhood (which they	then push into the
CI	unconscious, meaning they don't remember them). He aimed to ma	ke people become aware of
	their unconscious and so deal with the issues of the past.	

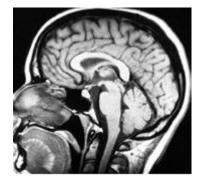
Behaviourism dates from 1913 when \_\_\_\_\_\_ argued psychologists should focus on studying observable behaviour rather than mental processes because it is more scientific. This approach showed the role of learning through reinforcement (rewards) and punishment in shaping behaviour. Evidence came mainly through animal studies.





Psychology returned to study mental processes in the late 1950's when \_\_\_\_\_\_ psychologists became interested in mental processes such as memory, problem solving and perception. Although we cannot "see" someone remembering we can measure how well they remember under certain conditions. Humans are seen as information processors similar to a computer in terms of inputs and outputs.

Social learning theory was developed by	in the 1960's.	Like beha	iviourism it show	ed the role of
learning in shaping behaviour. He also showed how obser	ving others can le	ad to us m	odelling (copying	g) their
behaviour. This theory was used to explain aggression in	children.			



\_\_\_\_\_ psychologists have always been how our physiology e.g. brain chemistry influences behaviour and recent advances in brain scanning techniques have led to renewed interest in this area.



The \_\_\_\_\_\_ approach considers how our brain became "hard-wired" in our ancestral past. This could explain why we carry out behaviours which often don't make sense in modern times e.g. overeating fast food. Our liking for fat and sugar would have been beneficial to the survival of our ancestors.

Terms you need:	Albert Bandura	Ancient Greeks	cognitive	evolutionary
Wilhelm Wundt	Sigmund Freud	John Watson subj	ective	biological

## TASK 2: DEBUNKING COMMON MISCONCEPTIONS ABOUT PSYCHOLOGY

When you tell people you are studying psychology, a common response will be,"oh so you can read my mind?", so is there any truth in this and other common beliefs about the subject

There are many video clips to help you investigate e.g. <a href="https://www.youtube.com/watch?v=9cbmVZU2UUk">https://www.youtube.com/watch?v=9cbmVZU2UUk</a> and complete the table below:

Misconception	Truth and/or explanation
We only use ten per cent of our brain (you can change this myth if you want to do a different one)	

Extra: Which one surprised you most, and why?

## **TASK 3: THE SCIENTIFIC METHOD**

I am sure you are aware of the basic principles of carrying out scientific research. For example if I wanted to know whether a shampoo made hair grow more quickly, I could use the shampoo myself and see if my hair appeared to grow more quickly. But would this be scientific? Would anyone believe me?

If I took two groups of people — a sample - I could then compare hair growth in people who use "Wondergrow" shampoo with those who don't in a scientific experiment. To make it fair I would need to keep everything about the two groups the same as possible e.g. they could be in the same age range, they would wash their hair the same number of times and they could all have the same length hair to start with. These are referred to as **controls**. Ideally the only difference would be whether they are using Wondergrow or their usual shampoo over a set period of time, say one month. If those who used "Wondergrow" showed more growth then I could claim to have **scientific** proof.

say one month. If those who used "Wondergrow" showed more growth then I could claim to have <b>scientific</b> proof.
Psychologists often test their ideas in the same way – see below
A teacher is fed up of telling her students off for chewing gum but some students claim that this "masticating" helps them to concentrate and so learn better. The students think they will remember more of their weekly spellings if they can chew when learning them. The teacher thinks that it will not help them at all. The teacher decides to consult a psychologist to find out who is right. The psychologist decides to carry out an experiment. She decides to use a sample of 20 students to test the idea that chewing gum will aid learning.
Write a short account below (continue on a separate page if necessary) explaining how the psychologist could carry out her experiment, ensuring it is scientific. What controls would you apply? Hint – look at the shampoo example for clues. Think about experiments you have done in other sciences.
Here are some key terms you could incorporate into your account: <i>Hypothesis, Independent variable, dependent variable, sample.</i>

## **TASK 4: NON EXPERIMENTAL METHODS**

It is not always appropriate to use experiments to find out about behaviour, so psychologists may use other methods such as questionnaires. I am sure you all have experience of completing questionnaires and you may have designed one before. If you read the following on teenage alcohol use I am sure you will find some problems with it. Please write down at least three ways in which this questionnaire can be improved and give reasons for your suggestions. **Extra**: suggest additional questions that you might ask.

<b>Underage Drinking Questionnaire</b>			
Name	Address		
Age	Sex		
How often do you drink alcohol?			
2. How many units do you drink a we	ek?		
3. Do you binge drink? Yes No			
<ul><li>4. Why do you drink alcohol?</li><li>(a) because it's fun to get drunk (b)</li></ul>	because all my friends	s do it (c) it makes me confide	nt
5. Do you understand the health risks	s of drinking and why o	lo you still do it?	
Problem	Impi	rovement	
1.			
2.			
3.			
Extra			

## **OPTIONAL EXTENSION TASK**

**Task 5**: Your own interests: Write down 1-5 questions you would most like to have answered during your study of Psychology in Year 12. You could use some of what you've looked at in this set of work to formulate further questions.