Psychology
Pre-Course Task
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Tasks	Resources
Introduction Well done on making the fantastic decision to study Psychology at Ravens Wood School. The next two years will allow you to study human behaviour on a psychological level. The pre course task outlined below is a way for you to understand the origins of the subject, and the main approaches towards where human behaviour comes from. The task is also designed to demonstrate the level of independent research that is required to be successful at any A-Level subject. Please do complete this task to the best of your ability, as we will be referencing it in coming lessons as it is the foundation on which the subject is built. If you have any issues or difficulties in completing the task please do email me and I will get back to you with any help and advice you may need. The team and myself look forward to welcoming you in September! – Mr Parfett. **Task** For the task, you are required to complete the following steps; 1. You need to **research** the origins of psychology using the video/website links shown to the right. This is so you know where the subject is in its current journey, and your role in developing the subject further 2. You will then need to **complete the table** that has been attached below using the key details you have learnt from your research. This is so you can demonstrate your willingness to succeed through hard work and have a resource that you can check back on in the first few weeks of term 3. For the last task, you are required to **complete the self-reflection statistics form** attached to this word document. This is an opportunity to understand and experience the level of mathematical knowledge that is expected from our A-level students. This list allows us to check that maths ability of our student so we have an understanding of your starting point regarding your mathematical ability. As psychology prides itself on attempting to be recognised as a science, it uses statistical mathematics in order to analyse and predict human behaviour. Overall, questions involving an understanding of statistics to form 30% of your entire final grade for this subject. Please answer this form truthfully, as it will be compared against your mathematical baseline assessment score that you will sit in the first two weeks of starting this A-level.	**Resources for the table** **https://www.youtube.com/watch?v=vo4pMVb0R6M (watch me first)** What is Psychology? Definition: Branches & History (simplypsychology.org) **https://www.tutor2u.net/psychology/reference/wundts-contribution-to-psychology (Wundt)** **https://www.tutor2u.net/psychology/collections/a-level-psychology-study-notes-approaches-and-biological-psychology (Approaches)** **AQA (Subject Code - 7181/7182)** http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182 There will be a Maths test during the first two weeks of the course. We are only looking at the AS section initially 33 into 35 on the document. Below the specification link is the information for a good Maths practice book if you feel that it would be helpful. https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF Maths Practice book https://www.amazon.co.uk/Essential-Maths-Skills-Level-Psychology/dp/1471863530

Name of topic/approach	Basic assumptions of the approach	Strengths of the approach	Weaknesses of the approach
Wilhelm Wudnt **Origins of psychology**			
Psychodynamic approach			
Behaviourist approach			

Social learning theory			
Humanistic approach			
Cognitive approach			
Biological approach			

Mathematical/statistical skill	Example of the skill	Confidence in the skill (On a scale of 1-5)	Have revised the skill (Please tick when completed)
Arithmetic and numerical computation			
Recognise and use expressions in decimal and standard form.	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.		
Use ratios, fractions and percentages.	For example, calculating the percentages of cases that fall into different categories in an observation study.		
Estimate results.	For example, commenting on the spread of scores for a set of data, which would require estimating the range.		
Handling data			
Use an appropriate number of significant figures.	For example, expressing a correlation coefficient to two or three significant figures.		
Find arithmetic means.	For example, calculating the means for two conditions using raw data from a class experiment.		
Construct and interpret frequency tables and diagrams, bar charts and histograms.	For example, selecting and sketching an appropriate form of data display for a given set of data.		
Understand simple probability.	For example, explaining the difference between the 0.05 and 0.01 levels of significance.		
Understand the principles of sampling as applied to scientific data.	For example, explaining how a random or stratified sample could be obtained from a target population.		
Understand the terms mean, median and mode.	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data. Calculate standard deviation.		
Use a scatter diagram to identify a correlation between two variables.	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.		
Use a statistical test.	For example, calculating a non-parametric test of differences using data from a given experiment.		

Make order of magnitude calculations.	For example, estimating the mean test score for a large number of participants on the basis of the total overall score.		
Distinguish between levels of measurement.	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.		
Know the characteristics of normal and skewed distributions.	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).		
Select an appropriate statistical test.	For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.		
Use statistical tables to determine significance.	For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.		
Understand measures of dispersion, including standard deviation and range.	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores, eg where there is an outlying score.		
Understand the differences between qualitative and quantitative data.	For example, explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data.		
Understand the difference between primary and secondary data.	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.		
Algebra			
Understand and use the symbols: =, <, <<, >>, >, ∝, ~.	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.		
Substitute numerical values into algebraic equations using appropriate units for physical quantities.	For example, inserting the appropriate values from a given set of data into the formula for a statistical test, eg inserting the N value (for the number of scores) into the Chi Square formula.		
Solve simple algebraic equations.	For example, calculating the degrees of freedom for a Chi Square test.		
Graphs			
Translate information between graphical, numerical and algebraic forms.	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.		
Plot two variables from experimental or other data.	For example, sketching a scatter diagram using two sets of data from a correlational investigation.		