



# A Level Psychology

# Saint Benedict Catholic Voluntary Academy-Sixth Form



## Staff members

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# Saint Benedict Catholic Voluntary Academy-Sixth Form



Exam board: OCR

## A Level Psychology H567

<b>Planning, conducting, analysing and reporting psychological research across a range of experimental and non-experimental methodologies and techniques.</b>	<b>Research methods (01)* 90 marks written paper 2 hours</b>	<b>30% of total A level</b>
<b>Introduces some of the central areas of investigation in psychology organised in key themes. Each key theme is represented by a classic and a contemporary core study.</b>	<b>Psychological themes through core studies (02)* 105 marks written paper 2 hours</b>	<b>35% of total A level</b>
<b>Compulsory section on Issues in mental health. Learners will also study two out of the following applied options: Child psychology, Criminal psychology, Environmental psychology, Sports and exercise psychology.</b>	<b>Applied psychology (03) 105 marks written paper 2 hours</b>	<b>35% of total A level</b>
<b>* Indicates synoptic assessment</b>		



## Y12 content

### Autumn

- Research Methods
- Research Design
- Social psychology – Milgram and Bocchiaro
- Cognitive psychology – Loftus and Grant

### Spring

- Presentation of data
- Analysis of data
- Developmental psychology – Bandura and Chaney
- Individual differences psychology

### Summer

- Behaviourist and Psychodynamic perspective
- Biological psychology – Sperry and Casey
- Debates in psychology
- Issues in psychology

## Y13 content

### Autumn

- Social psychology – Piliavin and Levine
- Cognitive psychology Moray and Simons
- Biological psychology – Blakemore and Maguire
- Developmental psychology – Kohlberg and Lee

### Spring

- Issues in mental health - Rosenhan
- Biological and non-biological explanations of mental illness
- Sport and exercise psychology – Motivation
- Sport and exercise psychology - Personality

### Summer

- Environmental psychology – Conservation and recycling behaviours
- Environmental psychology – Territory and personal space



## SAMPLE QUESTION.

Sleepy head? It's something we all do at least once a day yet varies a lot between people and can influence many other aspects of our life. The amount of sleep we get and the quality of the sleep can have both physical and cognitive consequences. However, too much sleep may be as bad as not getting enough. There are clearly lots of opportunities here to explore the relationship between sleep and behaviour. One such area of research could be to investigate if there is a correlation between the amount of sleep a person has and their ability to concentrate the next day.

**Explain how you would use the correlation technique to conduct this research. Justify your decisions as part of your explanation. In your answer, the required features that you must refer to are:**

- ? how you would obtain participants for the study**
- ? how you would obtain data for variable 1**
- ? how you would obtain data for variable 2**
- ? how you would attempt to reduce the influence of one possible extraneous variable [15]**

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15/15

AO1 AO2 AO3

## Sample of student work to question on previous slide.

I am going to study the relationship between the hours of sleep a person has in one night and the score they achieve on a maths test the next day. I will obtain participants for this study by using a self-selected sampling method. I will put posters up in a supermarket and the people who respond back will be my participants. This will enable me to reach a wide range of people with different sleeping patterns as many people go to the supermarket. It is also quick and not a time-consuming method as it does not require sophisticated planning. However, this method may lead to a non-representative sample as some people are more likely to step forward, for example, those who are interested in the effect of sleep or those who like maths making the sample non-representative. This reduces the generalisability of the sample. I will also give them a questionnaire beforehand as this is a study of sleep so people with sleep disorders such as insomnia will have to be excluded, this requires more time and effort to do so. Therefore, the population will be people with normal sleep patterns.

Data from variable one which is hours of sleep a participant got the night before will be obtained by carrying out a questionnaire on sleep quality and quantity. It will mainly contain closed questions such as 'how many hours of sleep did you have yesterday?' and 'did you wake up during your sleep?'. The strength of questionnaires is that they are easy to carry out, cheap and not time-consuming. The use of closed questions will help me to analyse data on sleep and calculate the hours of sleep a participant had they day before. However, as the data is based on self-report, it is subjective and not accurate. This can be because participants may have not checked the exact time they went to sleep and got up. They may think they have had less sleep than they actually did or may show demand characteristics as they want to impress the researcher by saying they got the recommended hours of sleep. If participants do not understand what the question is asking they may not give the right answer which reduces the validity of the study, therefore may show an incorrect relationship between hours of sleep and scores on a maths test.

Variable two is the score participants gained on a maths test out of 30, which measures concentration ability. This is standardized and can be replicated showing it has high reliability. I am using a test where the maximum amount of marks will be 30, this avoids ceiling effects and floor effects. The test will be based on GCSE maths and problem solving. However, the weakness of this may be that some participants are uneducated or older participants may have forgotten how to do this level of maths, so students may score higher. This shows that the study may not be investigating the relationship between sleep and concentration but rather IQ/ how long it has been since participants had done their GCSE's. This can be reduced by making sure all participants are of a same ability, so this will help minimise extraneous variables so can be eliminated when investigating the relationship between sleep and concentration.

Possible extraneous variables that may affect the results will be controlled: the time of day participants do the maths test, the same conditions, the same day, the same maths test. These will be controlled as all participants will experience the same conditions. This will ensure me to see a clearer relationship between sleep and concentration. However, as this is a correlational study, we cannot infer that hours of sleep affect concentration ability (scores on a maths test) but can only show a relationship between the two. Another weakness of a correlation design is that a third variable may be involved. For example, it may not be that hours of sleep correlate with concentration (scores on a maths test) but hours of sleep the night before can determine how many hours of revision a participant was able to do. Nevertheless, correlation does enable us to see the direction and strength of the relationship. It is also more ethical as we are not manipulating the hours of sleep a person gets one night, it would be unethical to manipulate participants sleep e.g. only allow them one hour of sleep the night before to show their concentration ability (scores on a maths test) the next day.



## Entry requirements

**English: Level 6**

**Maths: Level 6**

**Science (biology, physics or chemistry): Level 6**



## Career pathway link

**PSYCHOLOGY GRADUATE (BA OR BSC)**

**Community/health/sports psychology**

**Counselling**

**Industrial/occupational psychologist**

**Psychology teaching**

**Academic/research psychologist**

**Human resources**

**Advertising**





**Thank you for visiting our subject.  
If you have any questions, please contact**

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