

# Hele's School Social Science Department

## Psychology Induction Tasks 2023

### Instructions

The following six tasks are to be completed and handed to your Psychology teacher in your first lesson back (w.c. 4th September).

Your baseline assessments in September, will be based on the work you complete in these six tasks. You will have a diagnostic maths and science test followed by an essay, assessing your writing skills (detailed below after Task 3).

Please complete the tasks in full.

### Week 1: Approaches in Psychology

**TASK 1:** Psychology is the study of the mind and behaviour. Psychologists try and explain which factors influence behaviour; however they do not have a common consensus as to what these factors are, or how they should be investigated. There are five main approaches in psychology that each try and investigate and explain human behaviour in different ways:

- Biological approach
- Learning approaches (Behaviourist and Social Learning Theory)
- Cognitive approach
- Psychodynamic approach
- Humanistic approach

**Your task is to research and create a Psychology timeline which includes all 5 approaches**

**Total score in Task 1: /10**

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**Week 2: Issues and Debates**

As well as the five main approaches within psychology there are also five debates that are often discussed when trying to evaluate the approaches and their different explanations of behaviour. Two of those debates are the Nature – Nurture debate and Free will vs Determinism.

**Task 2: Research these two debates (Nature-Nurture debate and Free Will vs Determinism) and predict which side of the debates each of the Approaches (from Task 1) are on.**

**Total score in Task 2:   /5**

One of your baseline tasks in September- will be to answer a 12 mark question:

“Discuss the Nature- Nurture debate in Psychology”- You will be allowed to bring your notes in for this assessment.

The marking criteria is the following:

**[AO1 = 6   AO3 = 6]**

<b>Level</b>	<b>Mark</b>	<b>Description</b>
4	10-12	Knowledge of the nature/nurture debate is accurate and generally well detailed. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is mostly used effectively.
3	7-9	Knowledge of the nature/nurture debate is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used inappropriately.
2	4-6	Limited knowledge of the nature/nurture debate is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-3	Knowledge of the nature/nurture debate is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

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**Week 3: Biopsychology**

**Task 3:** Watch the following video on the nervous system:

<https://www.tutor2u.net/psychology/reference/biopsychology-nervous-system> and indicate whether the following sentences are True (T) or False (F) (10 marks).

The nervous system is divided into the Peripheral nervous system (PNS) and the Central nervous system (CNS)	
The CNS included only the brain	
The CNS is responsible for higher-order thinking and reflex actions	
The PNS is divided into Sympathetic and Parasympathetic	
The Somatic nervous system (SNS) directs muscles and receiving/ transmitting messages from the senses	
The Sympathetic nervous system is part of the Autonomic nervous system (ANS)	
The Parasympathetic system is responsible for homeostasis	
The Sympathetic system is used when quick action is required	
The ANS has both motor and sensory pathways	
The Sympathetic system is also called 'Fight or Flight response'	
The SNS is divided into Sympathetic and Parasympathetic	
The temporal lobe is responsible for visual information	

**Total score for Task 3:     /12**

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**Week 4: Research Methods Questions**

**Task 4:** A psychologist wanted to find out whether males or females have better mathematical skills. 20 students, 10 boys and 10 girls, from a Sixth Form college were selected to take part in the study. The psychologist gave a mathematical test to the students. The maximum score that a student could take on the test was 20. The results of the study are mentioned in the Table below.

	<b>The scores boys and girls got on the test</b>
Boys	12, 13, 12, 20, 10, 20, 17, 19, 10, 12
Girls	15, 16, 8, 11, 11, 10, 5, 12, 8, 7

1. Find the mode for males and females. (2 marks)

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2. Calculate the median score for males and females. Show your workings. (3 marks)

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3. Calculate the mean score for males and females. Show your workings. (3 marks)

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4. Calculate the percentage of boys who scored <15? Show your workings. (4marks)

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5. Calculate the fraction of girls who scored 8? Write the fraction in lowest terms. Show your workings. (4 marks)

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6. Calculate the ratio of boys : girls who scored 15 or more? Write the ratio in lowest terms. Show your workings. (4 marks)

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**Total score in Task 4:      /20**

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**Task 5:** Watch the following documentary and write an essay of 300-400 words which summarises Milgram's experiment <https://www.youtube.com/watch?v=rdrKCilEhCO> Refer to the following points in your answer:

- Who were the participants of this study? How were they selected?
- What were the roles assigned to the participants?
- What was the task of the 'teacher'? What was the task of the 'learner'?
- What was the shock generator?
- What was the **real** aim of the study?
- What were the predictions of the results before the study? What were the **actual results** of the study?

Critical thinking:

- Why was the 'teacher' deceived?
- Why did the 'student' mention his medical condition?
- Why did the 'teacher' receive a sample shock?
- Why did the experimenter prompt the 'teacher' by saying "*The experiment requires you to continue, Teacher*"?
- How did different 'teachers' react when they were delivering the shocks? Did they all obey the experimenter's orders? If not, why?
- When the 'teacher' asked the experimenter who was responsible if something happened to the 'learner' why did the experimenter say "*The responsibility is mine*"?
- How did the Milgram protect the welfare and dignity of the participants?

**Total score in Task 5: /20**

**Week 6: Key terms in psychology**

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**Task 6: Please research each term and write a full definition of each one. If you can add a relevant example.**

1. Quantitative data
2. Qualitative data
3. Primary data
4. Secondary data
5. Correlations
6. Co-variables
7. Correlation coefficient
8. Validity
9. Reliability
10. Social desirability bias
11. Screw you effect
12. Demand characteristics
13. Experimental realism
14. Mundane realism
15. Ecological validity
16. Population validity
17. Sample
18. Ethnocentric sample
19. Androcentric sample
20. Estrocentric or gynocentric sample
21. Representative sample
22. Generalisability
23. Longitudinal study
24. Attrition rate
25. Retrospective study
26. Reductionism Vs Holism debate
27. Determinism VS Freewill debate
28. Nurture VS Nature debate