



PiXL Gateway: Progression

Psychology

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**Produce a portfolio of
evidence of all the
completed work.**

I. Key Psychological Studies

Use the following links to read the studies, most of which you will be learning about in your course (some are exam board specific).

For each of the five studies listed below summarise the following in 100-150 words:

- Background and Aim(s)
- Method (procedure and details of the sample)
- Results (this could be written or included on a graph – as long as you explain your graph)
- Conclusion(s)

This information is called 'AO1'. It is all about describing or outlining something. This may be describing a study, an explanation or a model.

This element of the question will begin.... AO1 = Describe, Identify, Outline etc.

- 1) <https://simplypsychology.org/milgram.html> - Milgram
- 2) <https://www.simplypsychology.org/zimbardo.html> - Zimbardo
- 3) https://www.canonsociaalwerk.eu/1971_stigma/1973%20Rosenhan%20Being%20sane%20in%20insane%20places%20OCR.pdf – Rosenhan
- 4) <https://www.simplypsychology.org/loftus-palmer.html> - Loftus and Palmer
- 5) <https://www.simplypsychology.org/mary-ainsworth.html> - Ainsworth
- 6) <http://www.holah.karoo.net/rainestudy.htm> - Raine

II. Key Research Quiz

- 1) How many participants were there in Milgram's study?
 - a) 20
 - b) 40
 - c) 50
 - d) 60

- 2) How long (range and mean) were pseudo patients admitted to the hospitals for?
 - a) 7-52 (19 day mean)
 - b) 8-52 (18 day mean)
 - c) 9-48 (19 day mean)
 - d) 7-53 (19 day mean)

- 3) What was the speed estimate when the verb 'smashed' was used?
 - a) 40.6mph
 - b) 48.1mph
 - c) 40.8mph
 - d) 41.8mph

- 4) What role did Zimbardo play in the Stamford prison experiment?
 - a) A guard
 - b) A prisoner
 - c) A warden
 - d) The chief superintendent

- 5) How were the prisoners for Zimbardo's study 'collected'?
 - a) Arrested at home and handcuffed by police officer
 - b) Arrested at home by Zimbardo
 - c) They made their own way to Stamford University for the experiment
 - d) Arrested at home by the guards in the study

III. Reading List

Articles:

- <https://www.psychologytoday.com/gb/magazine/archive>

Using this link you can explore past issues of the Psychology Today magazine. Click on any months copy and scan through the article title – see which interest you! Read a few and write a summary of them

IV Ted Talks/Documentaries/You Tube Clips

Watch a few of the video clips below and summarise the findings of each in 50-100 words. If anything else Psychological catches your eye on TED talks feel free to watch this instead – lots of great stuff on there!!

- 1) <https://www.youtube.com/watch?v=O3cOvLrixhY> – Trial of O.J. Simpson – BBC documentary. The collection of forensic evidence and investigation, including court cases.
- 2) https://www.ted.com/talks/petter_johansson_do_you_really_know_why_you_do_what_you_do
- 3) [https://www.ted.com/talks/laurel_braitman_depressed_dogs_cats_with ocd what animal madness means for us humans](https://www.ted.com/talks/laurel_braitman_depressed_dogs_cats_with OCD_what_animal_madness_means_for_us_humans)
- 4) https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory
- 5) https://www.ted.com/talks/scott_fraser_the_problem_with_eyewitness_testimony
- 6) https://www.ted.com/talks/steven_pinker_chalks_it_up_to_the_blank_slate
- 7) https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil
- 8) https://www.ted.com/talks/ben_ambridge_10_myths_about_psychology_debunked
- 9) https://www.youtube.com/watch?v=yT_F0dMZRU (Part 1)
<https://www.youtube.com/watch?v=B3rHTm1YLxA> (part 2) – Stephen Fry - The Secret Life Of The Manic Depressive. BBC
- 10) <https://www.youtube.com/watch?v=jhLuEKZj1oo> – The Fritzl affair. Real crime documentary.

- 11) <https://www.youtube.com/watch?v=nJm7AhdGbDk> – Freud documentary (short)
- 12) <https://www.youtube.com/watch?v=5XFjLdNO4FU> – The Nurture room – child psychology
- 13) <https://www.youtube.com/watch?v=OON81IJ9yos> – Link removed but searching ‘Charles Whitman documentary’ on youtube works

V Research – 3 Things to Find out Ready for September

- 1) We follow the OCR specification for Psychology A-level. Find the specification on their website and read through. What looks familiar if you did GCSE / what is new? What are you looking forward to? (don’t accidentally look at the spec that says starting in 2026 – this is for the year 12s who start in September 2026).
- 2) Look on the exam board’s website for past papers and mark schemes. Get familiar with the exam papers and the types of questions you are likely to be asked.
- 3) Download the the ‘OCR core studies guide 1’ and ‘OCR core studies guide 2’ – just google these.

VI Exam Style Questions

This activity is designed to recap on what you have learnt throughout this booklet. Now that you have downloaded the past exam papers and mark schemes you should have a vague idea of how to structure answers in the exam. Consider each of the following a 'four mark' question and aim to write 50-100 words for each answer.

- 1) Outline the nature/nurture debate

- 2) Describe Milgram's research

- 3) Outline two findings from Zimbardo's research

- 4) Describe one strength and one weakness of Rosenhan's research

- 5) Outline two ethical issues from Loftus and Palmer's research

Transition maths Checklist – tick is OK with each

You should have covered everything in GCSE maths but: D.1.5, D.1.8, D.1.10, D.1.12, D.1.13, D.2.2, D.2.3
DON'T WORRY ABOUT THESE FOR NOW ☺

	Mathematical skills	Exemplification of mathematical skill in the context of A level psychology (assessment is not limited to the examples given below)
D.0 – arithmetic and numerical computation		
D.0.1	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.
D.0.2	Use ratios, fractions and percentages	For example, calculating the percentages of cases that fall into different categories in an observation study.
D.0.3	Estimate results	For example, commenting on the spread of scores for a set of data, which would require estimating the range.
D.1 – handling data		
D.1.1	Use an appropriate number of significant figures	For example, expressing a correlation coefficient to two or three significant figures.
D.1.2	Find arithmetic means	For example, calculating the means for two conditions using raw data from a class experiment.
D.1.3	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.
D.1.4	Understand simple probability	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
D.1.5	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.
D.1.6	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
D.1.7	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.
D.1.8	Use a statistical test	For example, calculating a non-parametric test of differences using data from a given experiment.
D.1.9	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.
D.1.10	Distinguish between levels of measurement	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
D.1.11	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).
D.1.12	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.
D.1.13	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.
D.1.14	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 e.g. where there is an outlying score.
D.1.15	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.
D.1.16	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.

D.2 – algebra		
D.2.1	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.
D.2.2	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 e.g. inserting the N value (for the number of scores) into the Chi Square formula.
D.2.3	Solve simple algebraic equations	For example, calculating the degrees of freedom for a Chi Square test.

D.3 – graphs		
D.3.1	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.
D.3.2	Plot two variables from experimental or other data	For example, sketching a scatter diagram using two sets of data from a correlational investigation.



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