

# What is Psychology?



**Miss  
Begum**

“The science of mind and behaviour”

What does  
Psychology try to  
answer?

Why do we  
sometimes feel  
sad for no  
reason?

How do we develop  
phobias?

How does  
childhood affect  
quality of life?

Why do people  
commit crimes?

Why do we care  
what people  
think?

Are we born evil?

What forms our  
personality?  
Nature or  
Nurture?

# A-Level Psychology

<u>Paper 1:</u>	<u>Paper 2:</u>	<u>Paper 3:</u>
<ul style="list-style-type: none"> <li>● Social influence</li> <li>● Memory</li> <li>● Attachment</li> <li>● Clinical Psychology and Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>● Approaches</li> <li>● Biopsychology</li> <li>● Research methods</li> </ul>	<ul style="list-style-type: none"> <li>● Issues and debates</li> <li>● Relationships</li> <li>● Schizophrenia</li> <li>● Aggression</li> </ul>

Paper 1 and 2 topics are covered in year 12

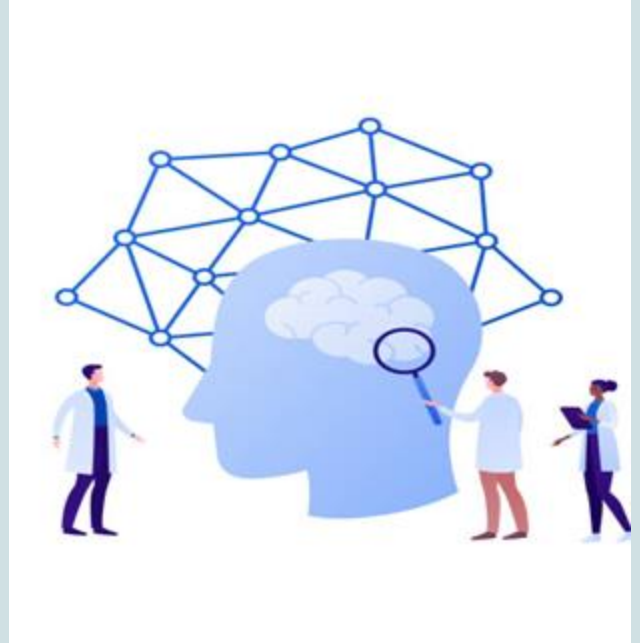
Paper 3 is covered in year 13

# Careers after studying psychology



# Mini experiment!

- You are about to see 20 words on the screen
- They will appear one at a time
- They will stay on screen for 3 seconds each.
- You need to try and remember as many of these words as you can.
- Once the screen goes blank recall the words on the scrap paper
- This is a free recall test (any order)
  
- **BE SILENT AS YOU SEE THE WORDS AND RECALL THEM...**



**Tree**

**Banana**

**Goat**

**Pencils**

**Sunshine**

**Curtains**

**Ball**

**Brick**

**Candle**

**House**

**Jumper**

**Lipstick**

**Guitar**

**Car**

**Love**

**Books**

**Box**

**Hammer**

**Drugs**

**TV**



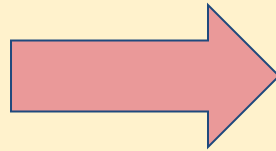
1. Tree
2. Banana
3. Goat
4. Pencils
5. Sunshine
6. Curtains
7. Ball
8. Brick
9. Candle
10. House
11. Jumper
12. Lipstick
13. Guitar
14. Car
15. Love
16. Books
17. Box
18. Hammer
19. Drugs
20. TV

Do you notice a pattern?

# Human memory

Glanzer and  
Cunitz (1966)

Short-term  
memory

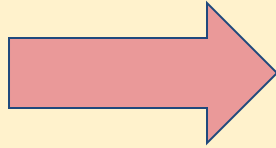


Long-term  
memory

The last words are fresh  
at the start of recall  
(**recency effect**).

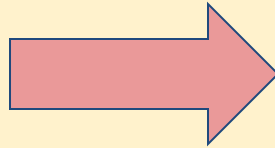
The first words are best rehearsed  
and transferred to long-term  
memory (**primacy effect**).

# Human memory



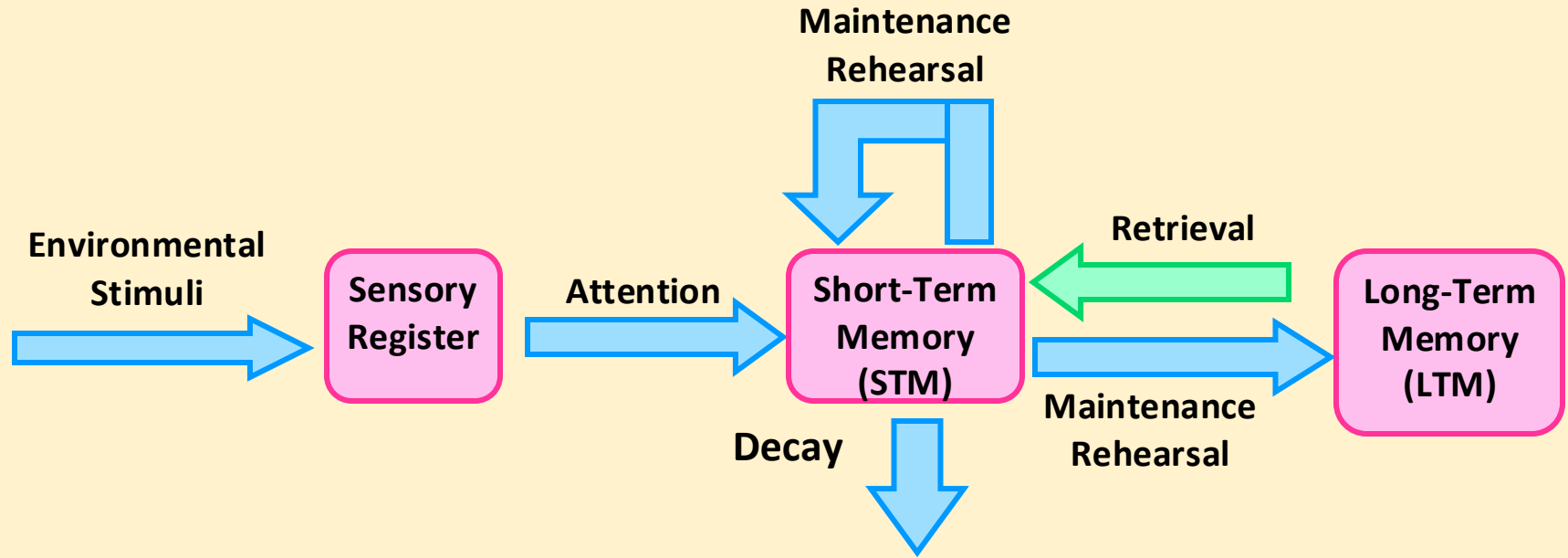
# Human memory

Short-term  
memory

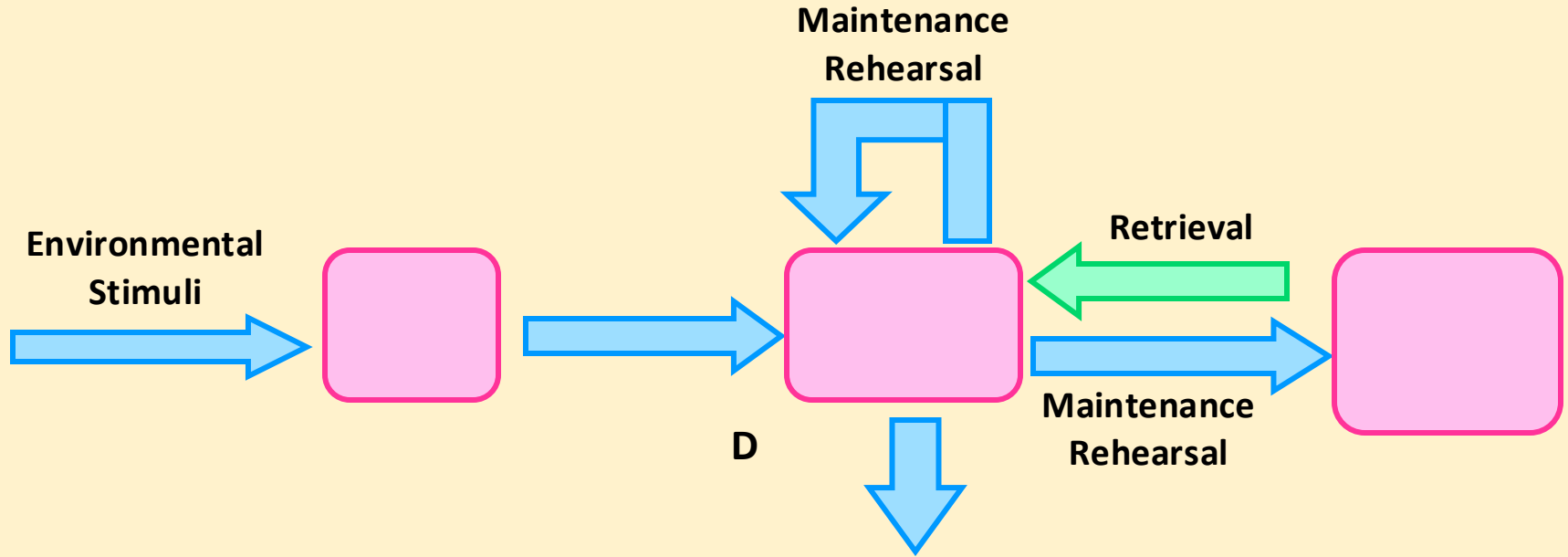


Long-term  
memory

# Multi-Store Model of Memory Atkinson & Shiffrin (1968)



# Test your knowledge



# The three assessment objectives in A-Level Psychology

AO1

AO3:

AO2:

Multiple-choice, short answer and extended writing questions.

# AO1: Knowledge

Demonstrating knowledge and understanding of psychological theories, concepts, studies, and key terms.

The sensory register is a component of the multi-store model of memory. Describe the sensory register.

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3 marks

## AO2: Application

### Applying your knowledge to a scenario or context

Carla is at university. She studies Spanish in her first lesson of the morning and Italian in the second lesson. She frequently makes mistakes in Italian lessons, using the Spanish word for something instead of the Italian word.

- (a) Use your knowledge of forgetting to explain why Carla makes these mistakes.

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2 marks

## AO3: Evaluation

Analysing and evaluating psychological theories and research (e.g. strengths, limitations).

Outline two limitations of the multi-store model of memory.

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4 marks

## Note

Research methods is 25% of the qualification, and of that, 10% requires math skills at GCSE level

# **Milgram's electric shock experiment**

Fake Test Subject  
Learner



Pretends to receive the Shocks

Urges the  
'Teacher' to  
continue



Experimenter

'Teacher'  
Participant  
Administers  
'Shocks'





# What would you do?



Causing the  
person pain

Personalit  
y

# Findings

**65%** of participants continued to the highest level of 450 volts.

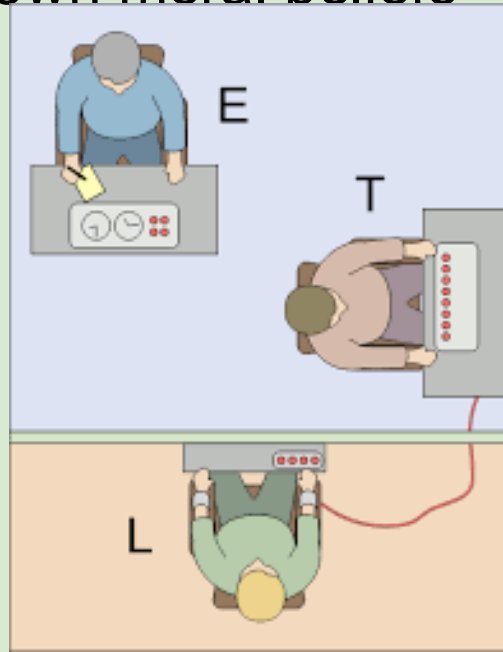
**100%** of the participants continued to at least 300 volts.



## What did this study show us?

People are likely to obey authority figures, even when those orders conflict with their own moral beliefs

**WHY?**



## Agentic state

Participants saw themselves as simply following orders, so they felt less responsible for their actions and gave the shocks



# Legitimacy of authority



This was seen through the lab coat (uniform) and the prestigious university setting (situational variables)



Participants felt the researcher had the right to give orders and that they should obey.

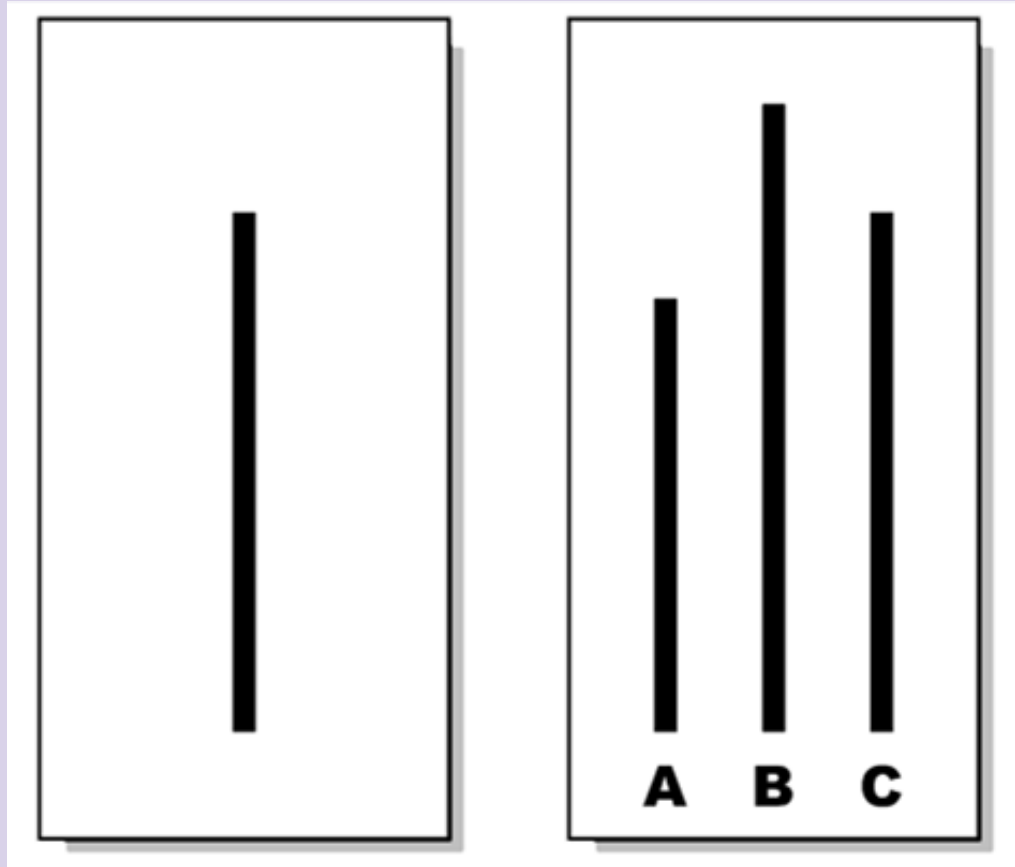
**Thank you!**

**EXTRA**

# Asch line study

Asch line study  
(1961)

Which line matches  
line X





## Why did people conform?

### Normative Social Influence (NSI):

Participants conformed to avoid ridicule or rejection from the group.



### Informational Social Influence (ISI):

Participants believed that the majority opinion was correct and that the group was more informed than they were.

### Task Difficulty:

As the task became more difficult, conformity rates increased, as participants were more likely to rely on others' judgments when faced with uncertainty.