

AS and A LEVEL PSYCHOLOGY

Lesson Element

Hancock Procedure

Instructions and answers for teachers

These instructions should accompany the OCR resource 'Hancock Procedure' activity which supports OCR A Level Psychology.

The thumbnail shows a page titled 'AS and A LEVEL PSYCHOLOGY' with the following content:

Lesson Element

Hancock Procedure
Individual Differences Core Study
Key Theme – Measuring Differences
Hancock et al. (2011) Language of Psychopaths

Summary and background
Hancock investigated the language used by psychopaths. Hancock interviewed psychopaths and non-psychopaths and asked them all to describe their murder in as much detail as possible. The interviews were then analysed by two computerised content analysis programmes. Several differences between psychopaths and non-psychopaths were found including the amount of cause and effect phrases, such as because used (significantly more by psychopaths), words relating to basic needs (significantly more by psychopaths) and the number of disfluencies used (significantly more by psychopaths). Psychopaths also included less social needs, such as family in their speech.

Questions to consider throughout the task

Are all murderers psychopaths?

Are all psychopaths murderers?

What do we mean by reliability? What do we mean by validity?

Can something affect both reliability and validity?

October 2014

OCR

The Activity:

The aim of this lesson element is to provide a structured activity that enables students to effectively evaluate the Hancock study.

Students will be required to work independently, in small groups and then participate in a class discussion all focused on evaluating Hancock.



This activity offers an opportunity for English skills development.



This activity offers an opportunity for maths skills development.

Associated materials:

'Hancock Procedure' Lesson Element learner activity sheet.



AS and A LEVEL PSYCHOLOGY

Suggestions for delivery

Students will need to work in small groups for this task. Each group will be given seven evaluation cards. These cards are then divided up between the group (groups of three would have two cards each and a spare for the first to finish).

Step by step guide:

1. Give each group the prompt cards.
2. Students then answer the questions on their card (on their own).
3. Once all students have finished, students are to turn their cards over.
4. Students take it in turns to discuss their issue with the rest of the group. As they discuss their issue other students make notes on the boxed worksheet.
5. Once all issues have been discussed, give students time to discuss other possible ideas.
6. Once this is complete then some quick fire questions to check student understanding could be used in a class discussion. All students should have a completed evaluation sheet so the questioning is designed to extend learners' answers and to check learning rather than just reading off the sheet. The prompt questions on the cards could be used as the quick fire questions.

Each card contains questions that are relevant to that specific evaluation issue. For example, the student with the validity card would answer questions like 'Do we know that participants were telling the truth? Why might they lie?'

Introduction to the task

Summary and background

Hancock investigated the language used by psychopaths. Hancock interviewed psychopaths and non-psychopaths and asked them all to describe their murder in as much detail as possible. The interviews were then analysed by two computerised content analysis programmes. Several differences between psychopaths and non-psychopaths were found including the amount of cause and effect phrases used (significantly more by psychopaths), words relating to basic needs (significantly more by psychopaths) and the number of disfluencies used (significantly more by psychopaths).



AS and A LEVEL PSYCHOLOGY

Student misconceptions

Students often confuse *reliability* and *validity*. This is why each card has a quote on it, ensuring that the students are comfortable with the difference. Getting students to relate issues to either accuracy (validity) or consistency (reliability) during the class discussion will help reinforce the differences between the two key terms. Getting students to explain why something is valid/reliable by using the words accuracy/consistency ensures that students fully understand why something is valid/reliable.

Teacher preparation

Possible Student Questions:

Q: Are all murderers psychopaths?

A: No. It is important to see the distinction between the different categories of murder. For example, crimes of passion are rarely associated with psychopaths due to the crime being spontaneous and unplanned.

Q: Are all psychopaths murderers?

A: No. The characteristics of psychopaths often lend themselves to top level positions in business. Statistics suggest that 1% of the population are psychopaths and it is unlikely that the whole prison population is made up of psychopaths.

Q. Can something affect both reliability and validity?

A: Yes, but it depends on how you explain your answer. For example, the interviews being done using controlled conditions means that it is less likely to be effected by extraneous variables (validity). Being controlled also means that the procedure is standardised so is easily replicable (reliability). This is why it is important for students to explain why something is valid or reliable.



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

OCR Resources: *the small print*

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2014 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: Maths and English icons: Air0ne/Shutterstock.com

October 2014

