

**AS and A LEVEL**  
*Teacher Guide*

# PSYCHOLOGY

H167/H567  
For first teaching in 2015

## Psychological Applied Learning Scenarios (PALS)

Version 2











# AS and A LEVEL PSYCHOLOGY

One of the central skills required in any psychology exam is being able to apply psychological theory to real world situations. In section C of the component 2 exam, students will have to show their practical application skills by recognising the psychological content in a novel source, making evidence-based suggestions in relation to the source and consider the strengths and weaknesses of the suggestion(s) they have made.

This resource provides some examples of PALS that could be used when preparing for the Component 2 exam. There is guidance given on how students could respond to these scenarios. Read more about PALS in Lin Norton's work [here](#).

If you have any feedback on this Teacher Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

1. Example from The Social Area	Page 3	
2. Example from The Cognitive Area	Page 4	
3. Example from The Biological Area	Page 5	
4. Example from The Individual Differences Area	Page 6	
5. Example from The Developmental Area	Page 7	
6. Example from The Behaviourist Perspective	Page 8	
7. Example from The Psychodynamic Perspective	Page 9	
Further recommendations	Page 10	

## 1. Example from The Social Area

### Seat belt safety starts with good parenting

Learning the importance of wearing a seat belt starts with good parenting – and that’s you. As a parent or caregiver, you are the number one influence on your child’s seat belt safety. Research shows that children whose parents buckle up are much more likely to buckle up themselves.

Source: <http://www.safercar.gov/parents/SeatBelts/Number-One-Influence.htm>



### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular area, key theme or psychological theory. For example you could highlight **wearing a seat belt starts with good parenting** and **you are the number one influence on your child’s seat belt safety** which links to the effect of role models. Secondly, you could highlight **children whose parents buckle up are much more likely to buckle up themselves**, as it could be suggested that wearing a safety belt has been learned through observation, imitation and reinforcement.

### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue identified from the PALS using the highlighted evidence, for example using social learning theory to explain observational learning or using the Bobo doll experiment (Bandura et al. 1961) to show that children are likely to imitate people they admire, in this case their parents. This combines your knowledge and understanding of psychology with application to real life situations that could be faced by psychologists.

### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

To help children learn the importance of wearing safety belts, you could design a media campaign eg: poster. Similarly you could run an educational campaign through your school PSHE programme, highlighting the importance of wearing safety belts. Role models could be seen promoting the use of seatbelts, this behaviour could be observed, modelled and imitated.

### Step 4 – Evaluate your suggestion

Here, practical or ethical issues could be considered, as could methodological issues and debates. For example, it may be that it is difficult to find time within the PSHE programme in your school or that this topic is covered already. Additionally, you could look at other media campaign techniques such as Youtube videos and show how your suggestion supports other campaigns. You could discuss the extent to which your suggestion is reliable and can be generalised to other safety behaviours e.g. safety belts in planes or should they be introduced in trains. Also you could evaluate whether your campaign reaches all children and so becomes more useful.

### References

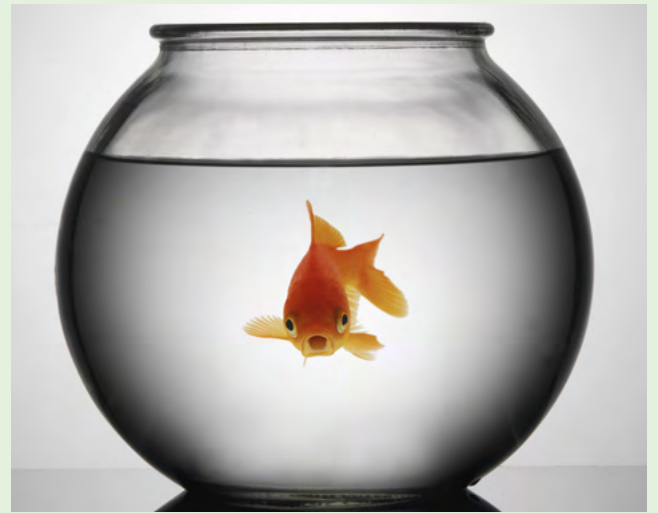
Bandura, A., Ross, D. & Ross, S.A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-82.

## 2. Example from The Cognitive Area

In a simple experiment conducted by psychology students, a year 9 pupil is instructed to approach a number of teachers.

They are told to engage the teacher in conversation for either 15 or 30 seconds. Thirty seconds after the conversation ends, the psychology student asks the teacher to recall details of the year 9 pupil they've just been speaking to using a five item checklist.

The checklist contains items relating to the year 9 pupils appearance such as hair colour, tie done up or shirt tucked in etc. The results of the study showed that in the longer 30 second condition, teachers were significantly more accurate in their recall.



### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular area, key theme or psychological theory. For example you could highlight **the psychology student asks the teacher to recall details of the year 9 pupil they've just been speaking to and in the longer 30 second condition, teacher were significantly more accurate in their recall** as it could be suggested that recalling details of **hair colour, tie done up or shirt tucked in** are influenced by a person's memory ability and could influence their eyewitness testimony of a crime.

### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue identified from the PALS using the highlighted evidence, for example using the Loftus & Palmer (1974) study to show how eyewitness testimony is unreliable as memory can be altered by leading questions and is reconstructed. Similarly you could use Baddeley and Hitch (1974) to illustrate the role working memory has in police officers remembering details of suspects.

### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

You could explain how eyewitness testimony is used in courts of law and that lawyers and police are expected to limit their use of leading questions. It also highlights

the importance of being able to recall evidence as soon as possible after an event which has implications for the criminal justice system. Similarly, you could develop the idea of how best to get witnesses to recall information eg: cognitive interview techniques. Additionally an application to other contexts eg: education or cognitive behavioural interventions would be equally as useful.

### Step 4 – Evaluate your suggestion

Your suggestion about the role of working memory could be evaluated in terms of how it can be generalised to a variety of behaviours; this would show off your skills of understanding and application of memory to a number of contexts indicating the reliability of the working memory model. This could be extended to include other strengths and weaknesses of the model. The validity of your suggestion could be discussed in light of the extent to which it is useful in providing a source of admissible evidence from witnesses to place in front of juries. Practical issues including time and cost could also be considered here. The management of the issue could also be evaluated in terms of debates such as reductionism/holism, nature/ nurture and individual/situational.

### References

- Baddeley, A.D., & Hitch, G. (1974). Working memory. In G.H. Bower (Ed.), *The psychology of learning and motivation: Advances in research and theory* (Vol. 8, pp. 47–89). New York: Academic Press.
- Loftus, E.F. & Palmer, J.C. (1974) Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behaviour*, 13, (5), 585 -589.

### 3. Example from The Biological Area

Bryan was asked to sit down and pick a treat from a tray of sweets, biscuits, and corn sticks. Bryan chose the sweets. Although he's now fifty-four, Bryan still loved those little multi-coloured sweets. "I know I shouldn't like them," he says. "But they're just so tasty!" A researcher then made Bryan an offer: he could either eat one sweet right away or, if he was willing to wait while he stepped out for five minutes, he could have two sweets on his return. He said that if he pressed buzzer on the desk while he was away he would come back, and he could eat one marshmallow but would forfeit the second. The test started.



#### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular area, key theme or psychological theory. For example you could highlight **he could either eat one sweet right away or, if he was willing to wait while he stepped out for five minutes, he could have two sweets on his return**. Additionally the phrase **he could eat one sweet but would forfeit the second** would also indicate the idea of delayed gratification as the reward of the second sweet for waiting would be lost.

#### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue identified from the PALS using the highlighted evidence, for example using the Casey et al. (2011) study you could show how activity in the brain with regard to self-regulation correlates with results on a delayed gratification task. Individuals who were less able to delay gratification in preschool consistently showed lower self-control abilities during later life. This relates to particular areas of the brain, namely the inferior frontal gyrus and the ventral striatum.

#### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

One of the most common examples of delayed gratification is for a person to be able to save their money now to be able to purchase a more desirable product in the future. For example, children saving up their pocket money to buy a special toy or a teenager who has just passed their driving test not drinking alcohol when saving for a car. Parents can introduce children to the idea of delayed gratification through the use of piggy banks to save money for a later special purchase.

#### Step 4 – Evaluate your suggestion

There is the assumption here that delayed gratification has a biological explanation and that self-regulation can be learned and is not necessarily a function of brain function. Similarly a social explanation could be credible as children could copy older siblings in saving pocket money for a special toy and so provide a social learning explanation for delayed gratification. It may be that a teenager could explain saving for a car as a cognitive decision based on logical thought processes that not spending money on alcohol means greater funds for a car.

#### References

Casey, B. J., Somerville, L. H., Gotlib, I. H., Ayduk, O., Franklin, N. T., Askren, M. K., Jonides, J., Berman, M., Wilson, N., Teslovich, T., Glover, G., Zayas, V., Mischel, W. & Shoda, Y. (2011) Behavioural and neural correlates of delay of gratification 40 years later. *Proceedings of the National Academy of Sciences of the United States of America*, 108, (36), 14998–15003.

## 4. Example from The Individual Differences Area

When Stacey went over to her new friend Chelsea's house, she met Chelsea's four year-old brother, Shawn. "Hi," said Stacey, smiling. Shawn looked at her but didn't say anything. Then he turned back to a toy he was holding. Later, in Chelsea's room, Stacey said, "I don't think your brother likes me."

"It's not your fault," said Chelsea. "It's not that he doesn't like you — Shawn has autism and it's hard for him to talk sometimes. But I can show you how to play with him, if you want."

[http://kidshealth.org/PageManager.jsp?lic=456&cat\\_id=20076&article\\_set=22411&ps=304](http://kidshealth.org/PageManager.jsp?lic=456&cat_id=20076&article_set=22411&ps=304)



### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular area, key theme or psychological theory. For example you could highlight **Shawn has autism and it's hard for him to talk sometimes** as this suggests that Shawn lacks a theory of mind and has a triad of impairments. Similarly, this could be supported by **Shawn looked at her but didn't say anything** after Stacey said "Hi" and smiled at him.

### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue identified from the PALS using the highlighted evidence, for example using the Baron-Cohen et al. (1997) study you could explain that a lack of theory of mind means it is difficult for individuals with autism to understand social situations and how to interact due to the triad of impairments.

### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

Courses and advice is given by the National Autistic Society such as 'how can I start a conversation'. Here people are given suggestions such as approach the person but stop when you are about an arm's length away and face them and then say "hello". Similarly parents can be coached to understand how to help their children so that they can overcome difficulties when

communicating with their child. Further insights from research from the key theme understanding disorders could be included here.

### Step 4 – Evaluate your suggestion

The suggestion that parents can be coached to help their child's communication skills may be more effective for some parents more than others; it is dependent on parenting skills and may not bring immediate or even long lasting results. Improved communication also depends on consistency of attendance at the course and practising the skills which will be difficult for both autistics and their parents. It may also be difficult to get a diagnosis of autism that allows access to these courses.

### References

Baron-Cohen, S., Jolliffe, T., Mortimore, C. & Robertson, M. (1997) Another advanced test of theory of mind: evidence from very high functioning adults with autism or Asperger Syndrome. *Journal of Child Psychology and Psychiatry*, 38, 813–822

## 5. Example from The Developmental Area

Medication adherence is a critical issue in all patient populations. The factors that affect adherence in children, however, are unique. For one, providers are dealing with two distinct audiences -- children and their parents -- who may or may not be working together. As children develop, medication adherence becomes increasingly in their control. Providers must recognise a growing child's role in adherence and address issues and concerns of both the child and the parents.

<http://www.medscape.com/viewarticle/811337>



### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular area, key theme or psychological theory. For example you could highlight **as children develop, medication adherence becomes increasingly in their control** and **providers must recognize a growing child's role in adherence** as this suggests that a child's ability to adhere to medication develops over time and that this needs to be considered by the providers of the medication.

### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue identified from the PALS using the highlighted evidence, for example using the Chaney et al. (2004) study; you could explain how a new asthma spacer device can help children comply with the medical regime as prescribed by their doctor.

### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

Doctors should encourage parents to impress upon their children the importance of working together to ensure their medication is taken. There may also be a role for schools to promote healthy living in assemblies and PSHE programmes; children who are taking medication should develop independence in adherence to medical advice and understand that they have to begin to be responsible for their own health.

### Step 4 – Evaluate your suggestion

The use of the new asthma spacer device adopts a behaviourist explanation as the child is rewarded for using the medication. However as children develop, rewards for medical compliance become less effective and appropriate and so children should be encouraged to develop a more cognitive approach to their health as they get older. This process depends on exposure to effective parental advice or PSHE programmes that deal with adherence to medical advice. Of course, the role of the school nurse is important in educating children.

### References

Chaney, G., Clements, B., Landau, L., Bulsara, M. & Watt, P. (2004) A new asthma spacer device to improve compliance in children: a pilot study. *Respirology*, 9, (4), 499–506.

## 6. Example from The Behaviourist Perspective

Sandra, a 13 year old girl, has been banned from her school football team after a confrontation with an opponent in a match. Sandra pushed and kicked the other girl to the floor after there was contact between them when they challenged for the ball in the air. The Headteacher blames the behaviour of professional footballers for setting a bad example to young players when they watch football on television.



### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular perspective, key theme or psychological theory. For example you could highlight **when they watch football on TV** as it could be suggested that Sandra's aggressive behaviour has been learned through social learning theory - secondly, you could highlight **professional footballers for setting a bad example to young players** which links to the effect of role models.

You can develop your own learning outcomes as you could choose other phrases such as **banned from her school football team** which demonstrates the behaviourist point of punishment for the aggression shown by Sandra, or you could discuss the cause of the aggression **contact between them when they challenged for the ball in the air** using frustration-aggression hypothesis.

### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue you have identified from the PALS using the evidence you have highlighted, for example using the Bobo doll experiment (Bandura et al. 1961) to show that children are likely to imitate people they look up to, in this case professional footballers.

This combines your knowledge and understanding of psychology with application to real life situations that could be faced by psychologists.

### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

In this PALS, there is already evidence of one way the situation has been managed, as Sandra is **banned from the school football team**. However you may wish to explore other strategies such as attaching her to a positive role model or coaching cognitive techniques such as mental rehearsal to improve her behaviour on the football field.

### Step 4 – Evaluate your suggestion

It may be that you decide that banning Sandra is only a temporary measure and that for example; coaching mental rehearsal is a more appropriate way of dealing with the situation as it provides a solution to the problem rather than just dealing with the consequences of the bad behaviour. The use of mental rehearsal is also a technique that Sandra could use if she plays other sports and so you could evaluate the strategy by arguing that it can be generalised to different sports and so mental rehearsal becomes more useful as a technique for managing aggression in sport rather than simply banning players. There could be an opportunity here to discuss ethical issues too.

### References

Bandura, A., Ross, D. & Ross, S.A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, (3), 575-582.



## 7. Example from The Psychodynamic Perspective

Michael's grandmother had a fear of spiders and my mother too told me that she didn't like the way they moved with their long hairy legs. As neither of them could go anywhere near a spider, I grew up believing that this was a story that my mother used to frighten me. Certainly, it was a strategy to keep me away from all bugs in the garden. They did not want me to pick up worms, woodlice and so on. Therefore by the time I was sixteen, I was afraid of spiders.



### Step 1 – Identify the psychological content/issue/problem

The first thing to do is to highlight the key words and phrases that could be evidence of a particular perspective, key theme or psychological theory. For example you could highlight **by the time I was sixteen, I was afraid of spiders** as it could be suggested that the childhood experiences of **Michael being frightened by his mother** due to her **dislike of their long hairy legs** meant he developed his fear of spiders.

### Step 2 – Outline psychological research and how it relates to the issue you have identified

Your task now is to describe the psychological research that supports the issue you have identified from the PALS using the evidence you have highlighted, for example using Freud's psychodynamic theory to show that a child's early experiences will shape its behaviour in later life, in this case Michael's **fear of spiders** due to **a story that was used to frighten**.

### Step 3 – Show application to real life by expanding your thoughts to include how the situation could be managed

In this scenario we already know that the mother used to keep Michael away from garden bugs using her own experiences of spiders. This has implications about how adults should act in the presence of children. Furthermore Freud's psychodynamic approach has provided therapies mainly through talking cures that have enabled individuals to cope with earlier traumatic experiences and Michael could be referred for this kind of

therapy. Other ways to manage the situation is to cure his phobia of spiders using systematic desensitisation.

### Step 4 – Evaluate your suggestion

A problem is that there is an assumption that the phobia of spiders stems from Michael's unconscious but it could be learned or inherited. His parents elicit phobic behaviours and so Michael may have inherited this personality trait which couldn't be changed. On the other hand, the behaviourist approach that uses systematic desensitisation and reinforcement suggests that the fear of spiders must have been learned and so can be unlearned. As such Michael could be given rewards when he starts to explore bugs in the garden or in Biology lessons at school. There is an opportunity here to discuss debates such as nature/nurture and individual/situational.

### References

Freud, S. (1909) Analysis of a phobia of a five year old boy. *The Pelican Freud Library* (1977), Vol 8, Case Histories 1, pages 169-306.

## Further recommendations for source materials for each area/perspective

Source material can be in the form of a newspaper or magazine article, a blog, a diary entry, email exchange or similar written source. There are many useful links on the OCR Psychology twitter page you can use @ocr\_psychology.

Area/Perspective	Recommended source material	Suggested exam style questions
Social area - Responses to people in authority - Responses to people in need	<p>News article that links to responses to people in need. 'Woman arrested over racist abuse on London bus' accessed at: <a href="http://www.theguardian.com/uk-news/2015/oct/17/woman-arrested-over-racist-abuse-on-london-bus">http://www.theguardian.com/uk-news/2015/oct/17/woman-arrested-over-racist-abuse-on-london-bus</a></p> <p>News article that links to responses to people in authority and individual differences.</p> <p>'Study restores link between tattoos and anger' accessed at: <a href="http://www.theguardian.com/fashion/2015/oct/15/study-restores-link-between-tattoos-and-anger">http://www.theguardian.com/fashion/2015/oct/15/study-restores-link-between-tattoos-and-anger</a></p> <p>News article that links to responses to people in need and whistleblowing among other areas of psychology. 'Two guilty of Lee Rigby murder' accessed at: <a href="http://www.bbc.co.uk/news/uk-25450555">http://www.bbc.co.uk/news/uk-25450555</a></p>	<p>Explain why this article can be viewed as being relevant to social psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to <u>insert person in article's name</u> obedience to authority. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a training programme to manage the issue you have identified in the previous question. (6)</p> <p>Evaluate your suggested training programme. (6)</p> <p>Assess your suggestion give in the previous question for managing the issue you have identified. (14)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to <u>insert person in article's name</u> to people in need. (5)</p> <p>Briefly outline <b>one</b> piece of psychological research <b>and</b> how it could relate to the issue you have identified. (8)</p>
Cognitive area - Memory - Attention	<p>News article that links to memory but also behaviourism, responses to people in authority and a number of issues and debates. 'Holocaust memorial day: seven survivors' stories, 70 years on' accessed at: <a href="http://www.telegraph.co.uk/history/world-war-two/11366278/Holocaust-memorial-day-survivors-stories-70-years-on.html">http://www.telegraph.co.uk/history/world-war-two/11366278/Holocaust-memorial-day-survivors-stories-70-years-on.html</a></p> <p>News article on attention 'Memory, attention span affected by mobile devices? Study intends to find out' accessed at: <a href="http://www.techtimes.com/articles/7296/20140520/memory-attention-span-effected-mobile-devices-study-intends-find-out.htm">http://www.techtimes.com/articles/7296/20140520/memory-attention-span-effected-mobile-devices-study-intends-find-out.htm</a></p> <p>Email exchange that links to memory, based on the case outlined at: <a href="https://civillitigationbrief.wordpress.com/2015/07/15/reconstruction-and-recollection-honest-witnesses-get-things-wrong-which-witness-will-be-believed/">https://civillitigationbrief.wordpress.com/2015/07/15/reconstruction-and-recollection-honest-witnesses-get-things-wrong-which-witness-will-be-believed/</a> See appendix 1.</p>	<p>Explain why this article can be viewed as being relevant to cognitive psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to <u>insert person in article's</u> memory. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a way to manage the issue you have identified in the question above. (6)</p> <p>Evaluate your suggestion for how to manage the issue in this article. (6)</p>

Area/Perspective	Recommended source material	Suggested exam style questions
<p>Developmental area</p> <ul style="list-style-type: none"> <li>- External influences on children's behaviour</li> <li>- Moral development</li> </ul>	<p>A blog that links to moral development and the nature/ nurture debate. 'Why our children don't think there are moral facts' accessed at: <a href="http://opinionator.blogs.nytimes.com/2015/03/02/why-our-children-dont-think-there-are-moral-facts/?_r=0">http://opinionator.blogs.nytimes.com/2015/03/02/why-our-children-dont-think-there-are-moral-facts/?_r=0</a></p> <p>Information page that links to external influences on children, attention and behaviourism among others. 'Smoking and driving. The law affecting people who smoke in vehicles' accessed at: <a href="http://www.theaa.com/motoring_advice/legal-advice/smoking-and-driving.html">http://www.theaa.com/motoring_advice/legal-advice/smoking-and-driving.html</a></p> <p>Yahoo blog exchange that links to external influences on behaviour, cultural differences and behaviourism among others. 'Why doesn't America ban guns?' accessed at: <a href="https://uk.answers.yahoo.com/question/index;_ylt=AwrC1C5qLyJWbkMAnA633IIQ;_ylu=X3oDMTE0Yjl oZzRIBGNvbG8DYmYxBHBvcwMxBHZ0aWQDVkIQVUszNF8xBHNIYwNz Yw--?qid=20140423201616AAJk9NM">https://uk.answers.yahoo.com/question/index;_ylt=AwrC1C5qLyJWbkMAnA633IIQ;_ylu=X3oDMTE0Yjl oZzRIBGNvbG8DYmYxBHBvcwMxBHZ0aWQDVkIQVUszNF8xBHNIYwNz Yw--?qid=20140423201616AAJk9NM</a> and transcribed in the appendix 2.</p>	<p>Explain why this article can be viewed as being relevant to developmental psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the external influences on children's behaviour. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a way to manage the issue you have identified in the previous question. (6)</p> <p>Evaluate your suggested method of managing the issue. (6)</p> <p>Assess your suggestion give in the previous question for managing the issue you have identified. (14)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the moral development of <u>insert name of person in article</u>. (5)</p> <p>Briefly outline <b>one</b> piece of psychological research <b>and</b> how it could relate to the issue you have identified. (8)</p>
<p>Biological area</p> <ul style="list-style-type: none"> <li>- Regions of the brain</li> <li>- Brain plasticity</li> </ul>	<p>Article about brain scans predicting maths abilities. 'Brain scans better forecast math learning in kids than do skills tests, study finds' accessed at: <a href="https://med.stanford.edu/news/all-news/2015/08/brain-scans-better-forecast-math-learning-in-kids.html">https://med.stanford.edu/news/all-news/2015/08/brain-scans-better-forecast-math-learning-in-kids.html</a></p> <p>Article about anorexia and brain region associated with habits that links to brain regions. 'Habitual brain region active in people with anorexia' accessed at: <a href="http://www.psychiatryadvisor.com/eating-disorders/anorexia-nervosa-eating-disorder-brain-habit-dorsal-striatum/article/444694/">http://www.psychiatryadvisor.com/eating-disorders/anorexia-nervosa-eating-disorder-brain-habit-dorsal-striatum/article/444694/</a></p> <p>Article about scrabble affecting the way your brain is used that links to brain plasticity. 'Playing scrabble changes the way you use your brain' accessed at: <a href="http://gizmodo.com/playing-scrabble-changes-the-way-you-use-your-brain-1734003624">http://gizmodo.com/playing-scrabble-changes-the-way-you-use-your-brain-1734003624</a></p>	<p>Explain why this article can be viewed as being relevant to biological psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the regions of the brain discussed in the source. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a way to manage the issue you have identified in the previous question. (6)</p> <p>Evaluate your suggested method of managing the issue. (6)</p> <p>Assess your suggestion give in the previous question for managing the issue you have identified. (14)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the brain plasticity of <u>insert name of person in article</u>. (5)</p> <p>Briefly outline <b>one</b> piece of psychological research <b>and</b> how it could relate to the issue you have identified. (8)</p>

Area/Perspective	Recommended source material	Suggested exam style questions
<p>Individual differences area</p> <ul style="list-style-type: none"> <li>- Understanding disorders</li> <li>- Measuring differences</li> </ul>	<p>BPS digest blog article about understanding individual differences which also links to ecological validity. 'Guilt-prone people are highly skilled at recognising other people's emotions'. Accessed at <a href="http://digest.bps.org.uk/2015/10/guilt-prone-people-are-highly-skilled.html">http://digest.bps.org.uk/2015/10/guilt-prone-people-are-highly-skilled.html</a></p> <p>Article that discusses the use of the 11-plus in grammar schools that links to measuring differences. 'What's it like to take the 11-plus? To be written off as a failure is a travesty' accessed at: <a href="http://www.theguardian.com/education/2015/oct/15/whats-it-like-to-take-the-11-plus-to-be-written-off-as-a-failure-is-a-travesty">http://www.theguardian.com/education/2015/oct/15/whats-it-like-to-take-the-11-plus-to-be-written-off-as-a-failure-is-a-travesty</a></p>	<p>Explain why this article can be viewed as being relevant to individual differences area of psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to understanding disorders in the article. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a way to manage the issue you have identified in the previous question. (6)</p> <p>Evaluate your suggested method of managing the issue. (6)</p> <p>Assess your suggestion give in the previous question for managing the issue you have identified. (14)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the measurement of differences of those in the source. (5)</p> <p>Briefly outline <b>one</b> piece of psychological research <b>and</b> how it could relate to the issue you have identified. (8)</p>
<p>Behaviourist perspective</p>	<p>An article that discusses how the media reinforces fighting behaviour. 'Did you see that fight on YouTube?' accessed at: <a href="http://psychologybenefits.org/2015/10/16/did-you-see-that-fight-on-youtube/">http://psychologybenefits.org/2015/10/16/did-you-see-that-fight-on-youtube/</a></p>	<p>Explain why this article can be viewed as being relevant to behaviourist psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the behaviour learnt by those in the source. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a way to manage the issue you have identified in the previous question. (6)</p> <p>Evaluate your suggested method of managing the issue. (6)</p> <p>Assess your suggestion give in the previous question for managing the issue you have identified. (14)</p> <p>Briefly outline <b>one</b> piece of psychological research <b>and</b> how it could relate to the issue you have identified. (8)</p>

Area/Perspective	Recommended source material	Suggested exam style questions
Psychodynamic perspective	<p>An article about children and the 'terrible twos' that links to the psychosexual stages of development and Freud's theories. 'Is your baby a 'weanager'? Here are 10 tell-tale signs' accessed at: <a href="http://metro.co.uk/2015/10/13/is-your-baby-a-weanager-here-are-10-tell-tale-signs-5436953/">http://metro.co.uk/2015/10/13/is-your-baby-a-weanager-here-are-10-tell-tale-signs-5436953/</a></p>	<p>Explain why this article can be viewed as being relevant to psychodynamic psychology. (4)</p> <p>Briefly <b>outline</b> one core study and explain how it could relate to the innate drives of those in the source. (5)</p> <p>Identify <b>one</b> psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)</p> <p>Use your psychological knowledge to suggest a way to manage the issue you have identified in the previous question. (6)</p> <p>Evaluate your suggested method of managing the issue. (6)</p> <p>Assess your suggestion give in the previous question for managing the issue you have identified. (14)</p> <p>Briefly outline <b>one</b> piece of psychological research <b>and</b> how it could relate to the issue you have identified. (8)</p>

## OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. 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.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

OCR acknowledges the use of the following content: Page 3: Passenger – Holbox/Shutterstock.com, Page 4: Goldfish – Simon Murrell/Shutterstock.com, Page 5: Sweets – CobraCZ/Shutterstock.com, Page 6: Boy playing – Alexey Losevich/Shutterstock.com, Page 7: Medication – Yaromir/Shutterstock.com, Page 8 – Footballer – Fotokostic/Shutterstock.com, Page 9 – Spider Balazs Justin/Shutterstock.com

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

## Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

[www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our **Customer Support Centre**.

### General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2020** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge  
Assessment

