![C:\Users\Evagora\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\40CYJKOY\check-and-cross-icons[1].jpg]()Is it true? How could it be proven?

|  |  |  |
| --- | --- | --- |
|  | **True / False** | How could a psychologist prove this? |
| 1. Children are more likely to obey taller teachers.
 |  |  |
| 1. Mobile phone use will make drivers unsafe.
 |  |  |
| 1. Most people are too shy to complain about being given the wrong change at a shop.
 |  |  |
| 1. The hotter it is, the more stressed people get.
 |  |  |
| 1. Two thirds of people would be prepared to kill someone else, if a professor from Yale Uni told them to.
 |  |  |
| 1. Violent criminals use the word ‘ummm’ in speech more often than non-criminals.
 |  |  |
| 1. Children who share their toys with others are more likely to be bullied.
 |  |  |
| 1. Intelligent and successful people went on Love Island because they wanted to be seen as sexy.
 |  |  |
| 1. When a small child is lost in the street, women are more likely to help than men.
 |  |  |
| 1. Women have more vivid dreams nearer to their periods.
 |  |  |
| 1. Young people are more alert in the afternoon and evening. Older people are more alert in the morning.
 |  |  |
| 1. People who enjoyed watching Love Island because deep down we all want everything to have a happy ending.
 |  |  |

Stretch and challenge: Why would a psychologist WANT to have good proof for their ideas about behaviour?

**Experiments**

* Can manipulate one variable and keep everything else the same.
* Allocate participants into groups.
* If the groups think or behave differently then you know it’s the thing you have manipulated (the independent variable - IV) that caused the different result (the dependent variable - DV), as everything else was kept the same.
1. Identify one thing you could manipulate between two groups to see if it makes a difference in their intelligence test scores? (e.g.: hot room/cold room, drinking coffee/not drinking coffee).

**Evaluation**

• Experiments are one of the most scientific ways to find evidence.

• But they are often done in unrealistic environments.

**Self-Report**

* Can ask people how they think and behave.
* Can conduct interviews or fill in questionnaires.
* Psychologists collect the data and make conclusions about how people think and behave.
1. How many different ways can you conduct a self-report?
2. What is a question people are unlikely to tell you the truth about.

**Evaluation**

* People can sometimes not understand themselves, or not tell you the truth, or only tell you about their intentions.

**Observation**

• Can watch how they behave.

• Focuses on their observable behaviour.

• Gather data and make conclusions based only on what you can observe.

1. Why might two different people who have observed the same event not agreed on what they saw?
2. Why might people complain about being observed?

**Evaluation**

* People may change their behaviour if they know they are being observed.

**Correlations**

* Determining the extent of a relationship between 2 variables (things that change)
1. Does having no friends make us unhappy or does being unhappy make us lose friends?
2. Identify two variables that are related – positively or negatively correlated? (e.g. height/shoe size, age/intelligence)

**Evaluation**

* Correlations tell us about the relationships between variables, but not if one variable caused the other.
* Helpful to do when it is unethical to split people into different groups and treat them differently (such as deliberate neglect of a group of children) or when it is impractical or impossible to manipulate the variables (such as make one group rich and one group poor).

![C:\Users\Evagora\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GZ5WUH14\sleepyhead_zzz_sleeping_sticker-p217605557908976893qjcl_400[1].jpg]()How can the different research methods be used to study the same topic?

**Does sleep affect your learning?**

|  |  |
| --- | --- |
|  | Experiment / Self-Report / Observation / Correlation |
| Ask people for their experiences of how well they perform in thinking tasks when deprived of some sleep.  |  |
| Depriving people of sleep and then testing them using the Bop it |  |
| Matching the data from a sleep quality app and A Level performance |  |
| Watching sleep-deprived people do tricky thinking tasks |  |

For your chosen research area (page 1), identify HOW you would study it, using the 4 different research methods:

My research area:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Correlation

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1. Observation

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1. Experiment

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1. Self –report

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Stretch and challenge:

Independent variable in my area of research is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dependent variable in my area of research is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can the different research methods be used to study the same topic? Practice topics

For each of these, explain HOW psychologists could study the topic using the 4 different research methods:

1. Do sleep deprived people have worse reaction times than none sleep deprived?
2. Can people exercise better in a hot or cold room?
3. Are vegetarians kinder than meat eaters?
4. Do blondes really have more fun?
5. Are cat-owners more intelligent than dog-owners?
6. Why do students born between September - February perform better at GCSE than those born between March – August?
7. Why do people have body modifications (e.g. piercings, tattoos)?

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Evaluating the Research Methods in Context

Does watching TV improve or worsen your verbal ability?

In my opinion, watching TV will make a person write better / worse essays in exams because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A psychologist considered that the best way of measuring this is by using a correlational analysis. She compared the data from the number of hours spent watching TV over the year with the data on the GCSE results for students in essay-writing subjects.

Explain one strength and one weakness of using a correlational analysis for this study. [6]

Mark scheme: 1 mark for each of the following:

* for identifying an appropriate advantage
* for an explanation of the advantage
* for explaining the advantage in this context
* for identifying an appropriate disadvantage
* for an explanation of the disadvantage
* for explaining the disadvantage in this context

Highlight the model answer below to show where all 6 marks were achieved.

One advantage of using correlational analysis is that if two variables are correlated, it is possible to predict one variable from the other. This is useful because if the amount of time a person spends watching TV is related to their verbal ability we can advise students who have essays to write in exams to reduce the amount of time they spend watching TV.

One disadvantage of using correlational analysis is that even if two variables are correlated, we cannot assume that one caused the other. Even if there is a negative relationship between hours spent watching TV and verbal ability it is possible that some other variable may also be involved.

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**Does sleep affect your learning?**

1. Ask people for their experiences of how well they perform in thinking tasks when deprived of some sleep.
2. Depriving people of sleep and then testing them using the Bop it

Mark scheme: 1 mark for each of the following:

* for identifying an appropriate advantage
* for an explanation of the advantage
* for explaining the advantage in this context
* for identifying an appropriate disadvantage
* for an explanation of the disadvantage
* for explaining the disadvantage in this context
1. Matching the data from a sleep quality app and A Level performance
2. Watching sleep-deprived people do tricky thinking tasks.

Explain one strength and one weakness of using a self-report method (A) for this study. [6]

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Explain one strength and one weakness of using a correlational analysis (C) for this study. [6]

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Stretch and challenge: annotate where each of the 6 marks should be allocated to your answer.

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**Does sleep affect your learning?**

Mark scheme: 1 mark for each of the following:

* for identifying an appropriate advantage
* for an explanation of the advantage
* for explaining the advantage in this context
* for identifying an appropriate disadvantage
* for an explanation of the disadvantage
* for explaining the disadvantage in this context
1. Ask people for their experiences of how well they perform in thinking tasks when deprived of some sleep.
2. Depriving people of sleep and then testing them using the Bop it
3. Matching the data from a sleep quality app and A Level performance
4. Watching sleep-deprived people do tricky thinking tasks.

Explain one strength and one weakness of using an experimental method (B) for this study. [6]

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Explain one strength and one weakness of using an observation (D) for this study. [6]

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Stretch and challenge: annotate where each of the 6 marks should be allocated to your answer.