

# Summer preparation for Year 12 Psychology

On the following pages, you will find a selection of articles and suggested activities to prepare you for Year 12 Psychology.



*Hinchbrook School*

**AQA Psychology (7182)**

Specification:

[www.tinyurl.com/AQAPsychology](http://www.tinyurl.com/AQAPsychology)

The topics that we currently offer are:

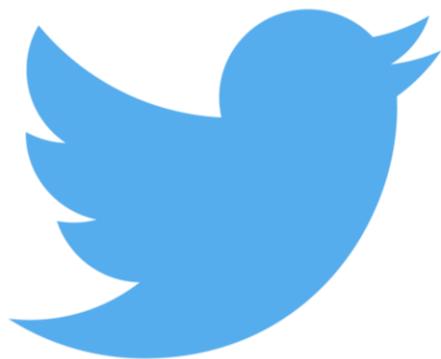
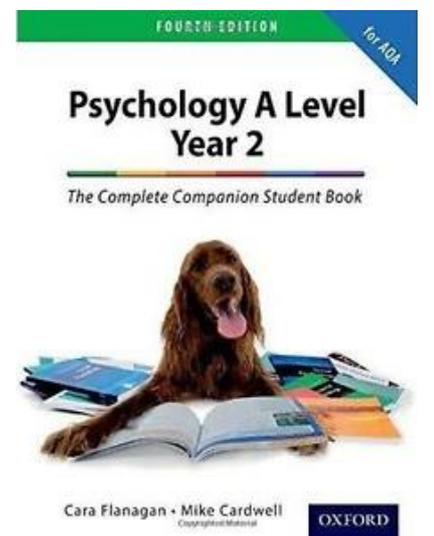
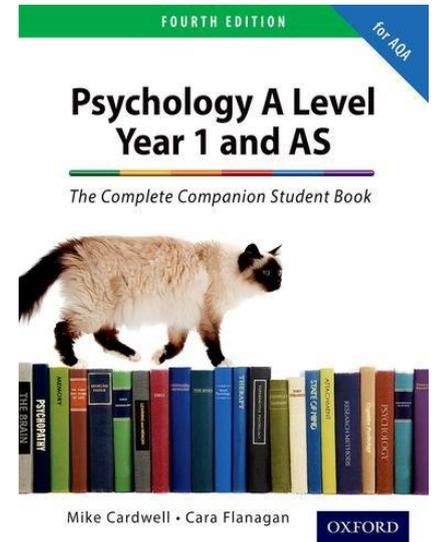
- Social Influence
- Memory
- Attachment
- Psychopathology
- Approaches
- Research Methods
- Biopsychology
- Issues and Debates
- Schizophrenia
- Gender
- Aggression

The textbooks that we use in school are:

- *The Complete Companions: AQA Psychology Year 1* (ISBN: 978-0198338642)
- *The Complete Companions: AQA Psychology Year 2* (ISBN: 978-0198338680)

Textbooks are **not** mandatory but may support you in your private study periods and at home. The department has several textbooks available for you to use at school.

If you choose to buy your own, please look around on several websites to save you money!



Our department twitter account regularly shares current research and articles that are relevant to all areas of Social Science, including Psychology.

**@HBKSocSci**

There are loads of original footage of psychological experiments on Youtube.



Try searching for the following titles and make notes on the videos you watch. Some of the quality may be 'old' – this is because some of the best studies were conducted in the 1960s.

- Zimbardo prison experiment
- Milgram obedience study
- Bandura Bobo dolls
- Sperry Split-brain research
- Pavlov classical conditioning
- Skinner rats **and/or** Skinner pigeons.

**Make any notes from your video observations here:**

# Fathers play a surprisingly large role in their children's development

By [MICHIGAN STATE UNIVERSITY](#) July 14, 2016



Fathers play a surprisingly large role in their children's development, from language and cognitive growth in toddlerhood to social skills in fifth grade, according to new findings from Michigan State University scholars. The research provides some of the most conclusive evidence to date of fathers' importance to children's outcomes and reinforces the idea that early childhood programs such as Head Start should focus on the whole family, including mother and father alike. The findings are

published online in two academic journals, *Early Childhood Research Quarterly* and *Infant and Child Development*.

"There's this whole idea that grew out of past research that dads really don't have direct effects on their kids, that they just kind of create the tone for the household and that moms are the ones who affect their children's development," said Claire Vallotton, associate professor and primary investigator on the research project. "But here we show that fathers really do have a direct effect on kids, both in the short term and long term."

Using data from about 730 families that participated in a survey of Early Head Start programs at 17 sites across the nation, the researchers investigated the effects of parents' stress and mental health problems such as depression on their children. Parental stress and mental health issues affect how parents interact with their children and, subsequently, childhood development. The study found that fathers' parenting-related stress had a harmful effect on their children's cognitive and language development when the children were 2 to 3 years old, even when the mothers' influences were taken into account. This impact varied by gender; fathers' influence, for example, had a larger effect on boys' language than girls' language.

Another key finding: Fathers' and mothers' mental health had a similarly significant effect on behavior problems among toddlers. Further, fathers' mental health had a long-term impact, leading to differences in children's social skills (such as self-control and cooperation) when the children reached fifth grade. In fact, fathers' depression symptoms when children were toddlers were more influential on children's later social skills than were mothers' symptoms. In sum, the findings contribute to the small but growing collection of research affirming the effects of fathers' characteristics and father-child relationship qualities on children's social development, rather than just the fathers' residence in the home or presence in the child's life, according to the paper published in *Early Childhood Research Quarterly*.

Tamesha Harewood, lead author on the paper in *Infant and Child Development*, said fathers, in addition to mothers, should be included in parenting research and family-intervention programs and policies.

"A lot of family-risk agencies are trying get the dad more involved, but these are some of the things they could be missing," said Harewood, a researcher in MSU's Department of Human Development and Family Studies. "When the agency is talking with the dad, it's not just about providing for your child economically, but also to be there for your child, to think about how stress or depression might be influencing your child. In order to understand and help children in their development, there needs to be a comprehensive view of the whole family, including both mom and dad."

**What does this article suggest about the role of the father? How has the role of the father changed over time?**

# Rosemary sales surge during exam season

By Sean Coughlan - Education correspondent - 17 May 2017



**A High Street health food chain says it has had to order extra stocks of rosemary after research claimed the scent of the herb could improve the memory of students revising for exams.**

Holland & Barrett says there has been a 187% increase in sales of rosemary essential oil compared with last

year. A Northumbria University study showed pupils in a room scented with rosemary performed better in memory tests. It supported the traditional links between rosemary and memory.

A spokeswoman for Holland & Barrett said that after **the research about rosemary** was published "we saw a sharp rise in customer demand". "As the exam season continues, we have increased provision in store to meet demand," she said. The rush for rosemary saw almost a doubling in sales compared with the same time last year and a trebling compared with the previous week.

Hundreds of thousands of pupils are revising and taking GCSEs and A-levels - with the suggestion that the spike in rosemary sales has been driven by anxious parents trying to find a way to help their children. The research from Northumbria University, presented at the British Psychological Society's annual conference, backed up historical associations between rosemary and memory. It suggested that pupils who worked in a classroom with the aroma of rosemary oil achieved 5% to 7% better results in memory tests. Researcher Mark Moss said the human sense of smell was highly sensitive and sent messages to the brain, setting off reactions and responses. "It could be that aromas affect electrical activity in the brain or that pharmacologically active compounds can be absorbed," he said.

Rosemary has been connected with memory for centuries. In ancient Greece, students wore garlands of rosemary in exams and in Shakespeare's Hamlet, Ophelia says: "There's rosemary, that's for remembrance."

**How can news articles impact behaviour in society? What forms of bias could be present with newspaper articles?**

# One in four girls have depression by the time they hit 14, study reveals

[Denis Campbell](#) *Health policy editor* Wed 20 Sep 2017

One in four girls is clinically depressed by the time they turn 14, according to research that has sparked new fears that Britain's teenagers are suffering from an epidemic of poor mental health.

A government-funded study has found that 24% of 14-year-old girls and 9% of boys the same age have depression. Their symptoms include feeling miserable, tired and lonely and hating themselves. That means that about 166,000 girls and 67,000 boys of that age across the UK are depressed. The findings are based on how more than 10,000 young people that age described how they were feeling. The data has prompted fresh questions about how social media, body image issues and school-related stresses affect young people's mental welfare. It also strongly suggests that being from a low-income family increases the risk of depression and that ethnicity is potentially a key factor too.

"We know that teenage girls face a huge range of pressures, including stress at school, body image issues, bullying, and the pressure created by social media," said Marc Bush, the chief policy adviser at the charity Young Minds. "Difficult experiences in childhood – including bereavement, domestic violence or neglect – can also have a serious impact, often several years down the line."

Dr Praveetha Patalay, the lead author of the research, said the findings revealed "worryingly high rates of depression" among 14-year-old girls and the "increasing mental health difficulties faced by girls today compared to previous generations".

The study was undertaken by academics from University College London and the University of Liverpool and funded by the Economic and Social Research Council. No reliable studies exist into previous prevalence of depression among UK teenagers. They found that between the ages of three and 11 small but growing proportions of boys and girls – up to around 10% – suffered from emotional problems such as feeling depressed and anxious, as reported by their parents.

However, while the prevalence of such problems remained constant among boys between the ages of 11 and 14, it rose from 12% to 18% among girls, again based on accounts submitted by their parents. But when 14-year-old boys and girls themselves were asked about their mental health, far more girls – 24% – disclosed that they were feeling depressed than the 18% whose parents said they were. The findings may suggest that parents underestimate the extent of, or fail to pick up on the signs of, depression among girls up to the age of 14 but overestimate how common the condition is among boys that age.

"At age 14, when children reported their own symptoms, 24% of girls and 9% of boys were suffering from high symptoms of depression," according to the academics' summary of their findings. That was based on the number of girls who answered "true" or "sometimes" when asked 13 questions including if, in the previous fortnight, "I felt miserable or unhappy", "I cried a lot", "I felt I was no good anymore" or "I thought nobody loved me". Other statements that they indicated did or did not apply to them included "I hated myself", "I felt lonely", "I was a bad person" and "I thought I could never be as good as other kids."

The study concludes that, given the high number of 14-year-old girls deemed to be depressed based on their responses to those questions: "This suggests that levels of depression among today's teenage girls are high."

Anna Feuchtwang, chief executive of the National Children's Bureau, which also collaborated on the research, said: "We now have the strongest evidence yet that a huge number of young people are depressed. Many more are unhappy. Children are facing huge pressures."

Among 14-year-old girls, those from mixed race (28.6%) and white (25.2%) backgrounds were most likely to be depressed, with those from black African (9.7%) and Bangladeshi (15.4%) families the least likely to suffer from it. Girls that age from the second lowest fifth of the population, based on family income, were most likely to be depressed (29.4%), while those from the highest quintile were the least likely (19.8%).

Bush, of Young Minds, said: "To make matters worse, it can be extremely difficult for teenagers to get the right support if they're struggling to cope. [And] we need to rebalance our education system, so that schools are able to prioritise wellbeing and not just exam results." Janet Davies, chief executive of the Royal College of Nursing, said a fall in the number of school nurses was making it harder to identify young people with mental health problems. "Demand for adolescent mental health services is reaching new heights but the NHS is failing young people," she said.

Theresa May has made young people's mental health one of her top priorities and a government green paper is due soon. [Mental health](#) care for under-18s is increasing, according to NHS England. "NHS services for children and young people are expanding at their fastest rate in a decade," a spokesperson said. "This year the NHS will treat an additional 30,000 children and young people, supported by an additional £280m of funding."

**Read how the study was conducted, what are some of the strengths and weaknesses with their methodology?**

**Why do you think girls are more likely to experience Depression?**

**Why are only 9.7% of black African girls likely to experience Depression?**

# Body clock linked to mood disorders

By James Gallagher. Health and science correspondent, BBC News. 16 May 2018



**Disruption to the body's internal clock may put people at increased risk of mood disorders, scientists say.**

A clock ticks in nearly every cell of the body. And they change how the tissues work in a daily rhythm.

A **Lancet Psychiatry** study of 91,000 people found a disrupted body clock was linked with depression, bipolar disorder and other problems. The Glasgow researchers said it was a warning to societies becoming less in tune

with these natural rhythms. Although the study did not look at mobile phone use, Prof Daniel Smith, one of the University of Glasgow researchers, told BBC Radio 4's Today programme that it was "likely" that some of the people in the study who had difficulties might be using social media at night.

"For me absolutely my mobile phone goes off before 22:00 at night and that's it, because obviously we didn't evolve to be looking at screens when we should be sleeping," he said. People in the study wore activity monitors for a week to see how disrupted their clocks were. Those who were highly active at night or inactive during the day were classed as being disrupted. And they were between 6% and 10% more likely to have been diagnosed with a mood disorder than people who had a more typical - active in the day, inactive at night - pattern.

Prof Smith, a psychiatrist, told the BBC: "These are not huge differences. "But what is striking is it is pretty robust across lots of interesting outcomes." The study found higher rates of major depression, bipolar disorder, more loneliness, lower happiness, worse reaction times and more mood instability in people with body-clock disruption. However, the study cannot tell if the disruption is causing the mental illness or is just a symptom of it. That will take further work.

The body clock certainly exerts a powerful effect throughout the body. Mood, hormone levels, body temperature and metabolism all fluctuate in a daily 24-hour rhythm. Even the risk of a heart attack soars every morning as the body gets the engine running to start a new day. Prof Smith said: "The study tells us the body clock is really important for mood disorders and should be given greater priority in research and in way we organise societies.

"It wouldn't be too controversial to say we need to reorganise the way we learn and work to be in tune with our natural rhythms." The study used data from the UK's Biobank research project. However, many of the participants were quite old. Dr Aiden Doherty, from the University of Oxford, said: "The study population is not ideal to examine the causes of mental health, given that 75% of disorders start before the age of 24 years." But he added the study showed the way for a similar research in "adolescents and younger adults to help transform our understanding of the causes and consequences, prevention, and treatment of mental health disorders".

**Using this article and your own research, what does this article suggest about the power of your body-clock? How do body-clocks work?**

The screenshot shows the Coursera website interface. At the top left is the Coursera logo. To its right is a search bar with the placeholder text 'What do you want to learn?'. Further right are links for 'For Enterprise', 'Log In', and a 'Sign Up' button. Below the search bar, there is a breadcrumb trail: 'Home > Social Sciences > Psychology'. The main heading is 'Introduction to Psychology'. On the left side, there is a vertical menu with the following items: 'Overview', 'Syllabus', 'FAQs', 'Creators', and 'Ratings and Reviews'. To the right of the menu, there is a section titled 'About this course:' followed by a paragraph of text: 'This course will highlight the most interesting experiments within the field of psychology, discussing the implications of those studies for our understanding of the human mind and human behavior. We will explore the brain and some of the cognitive abilities it supports like memory, learning, attention, perception and consciousness. We will examine human development - both in terms of'. Below this text is a 'More' link with a downward arrow.

If you want to *really* get ahead you can enrol onto this **FREE online 18 hour** course.

[www.coursera.org/learn/introduction-psych#](https://www.coursera.org/learn/introduction-psych#)

It's specific for Psychology and provided by the University of Toronto. It covers:

- History and scientific method
- The Matter of the Mind
- Sensation, Perception, Attention and Awareness
- Learning
- Memory
- The Social Mind
- Mental Illness
- Videos by Request