



Ark Globe
Academy

**Year 12 Psychology
Phase III Workbook
Monday 11 May – Friday 22 May**

Name: _____

Below are the details of 10 sessions of work to be completed between Monday 11 May and Friday 22 May.

You should spend 1 hour completing each session.



Please look carefully at the on-line support available to you.

Session	Title	Work to be completed	Resource provided	Outcome	On-Line Support
1	Attachment: Learning Theory (A01)	Do Now Build x 2 Check for understanding	Phase 3 workbook – Session 1 Textbook 1 pages 80-81	Completed workbook tasks filed away in Attachment section of Paper 1 folder	Powerpoint: Learning Theory - Sessions 1 & 2 On VLE
2	Attachment: Learning Theory (A02 and A03)	Apply tasks 1&2	Phase 3 workbook – Session 2 Textbook 1 pages 80-81	Completed workbook tasks filed away in Attachment section of Paper 1 folder	Powerpoint: Learning Theory - Sessions 1 & 2 On VLE
3	Attachment: Strange Situation (A01)	Do Now Build x 2 Check for understanding	Phase 3 workbook – Session 3 Textbook 1 pages 84-85	Completed workbook tasks filed away in Attachment section of Paper 1 folder	Powerpoint: Strange Situation - Sessions 3 & 4 On VLE
4	Attachment: Strange Situation (A01 and A02)	Apply tasks 1&2	Phase 3 workbook – Session 4 Textbook 1 pages 84-85	Completed workbook tasks filed away in Attachment section of Paper 1 folder	Powerpoint: Strange Situation - Sessions 3 & 4 On VLE
5	Attachment: Evaluation of the Strange Situation (A03)	Do Now Build Check for understanding	Phase 3 workbook – Session 5 Textbook 1 pages 85-87 Textbook 2 pages 66-69	Completed workbook tasks filed away in Attachment section of Paper 1 folder	Powerpoint: Strange Situation Evaluation - Sessions 5 & 6 On VLE
6	Attachment: Evaluation of the Strange Situation (A03)	Apply tasks 1&2	Phase 3 workbook – Session 6 Textbook 1 pages 85-87 Textbook 2 pages 66-69	Completed workbook tasks filed away in Attachment section of Paper 1 folder	Powerpoint: Evaluation of Strange Situation Evaluation - Sessions 5 & 6 On VLE
7	Psychopathology: Biological treatments of OCD (A01)	Do Now Build Check for understanding	Phase 3 workbook – Session 7 Textbook 1 pages 154-155	Completed workbook tasks filed away in Psychopathology section of Paper 1 folder	Powerpoint: Biological treatments of OCD – part 1 On VLE



8	Psychopathology: Biological treatments of OCD (A03)	Evaluation task 1 and 2	Phase 3 workbook – Session 8 Textbook 1 pages 154-155	Completed workbook tasks filed away in Psychopathology section of Paper 1 folder	Powerpoint: Biological treatments of OCD – part 2 On VLE
9	Psychopathology: Revision	Apply tasks 1 & 2	Phase 3 workbook – Session 9 Textbook 1 pages 140-155	Completed workbook tasks filed away in Psychopathology section of Paper 1 folder	Powerpoint: Psychopathology revision On VLE
10	Psychopathology: Revision	Tasks 1 & 2	Phase 3 workbook – Session 10 Textbook 1 pages 140-155	Completed workbook tasks filed away in Psychopathology section of Paper 1 folder	Powerpoint: Psychopathology revision on VLE



Session 1: Learning Theory Explanations of Attachment – Classical Conditioning (AO1)

Objective: To apply the key terms of classical conditioning to attachment.

Supporting resources: Textbook 1 pages 80-81 and powerpoint show for Session 1&2 (on VLE)

Do Now

Why do cats give their owners a lot of affection when they hear the sound of food being prepared? (Write down your thoughts on paper or in the box)

What type of rewards to caregivers provide their infants? (Write down your thoughts on paper or in the box)

Build: Recap of Pavlov's dogs – Read the text below. Highlight or note down specialist classical conditioning terms.

A dog is presented with a stimulus – a bell. When the bell is rung, there is no response from the dog. This is because dogs are not naturally wired to respond to a bell. Therefore, we call the bell a neutral stimulus.

The dog is introduced to the sight of food his natural response is to salivate. This is a natural/innate reaction so this stimulus is called an unconditioned stimulus and the dog's response is called an unconditioned response.

If the bell is repeatedly rung immediately before presenting the dog with food, the dog will be conditioned to respond to the bell.

Now the dog will salivate upon hearing the bell even in the absence of food. This response has been conditioned. It is now a conditioned response, and the bell has become a conditioned stimulus.



Build: Classical conditioning applied to attachment

Imagine that:

Pavlov's dog is now a baby

The bell is now the mother

The dog food is now milk

- 1) Before conditioning, when the baby drinks milk it becomes a happy baby because it is relieved from hunger.

What is the unconditioned stimulus? _____

What is the unconditioned response? _____

- 2) Before conditioning, the mother does not trigger any response from the baby.

What is the neutral stimulus? _____

- 3) During conditioning, the milk is paired with the mother. The baby becomes happy because it is relieved from hunger.

What is the unconditioned stimulus? _____

What is the neutral stimulus? _____

What is the unconditioned response? _____

- 4) After conditioning, the presence of the mother results in a happy baby.

What is the conditioned stimulus? _____

What is the conditioned response? _____

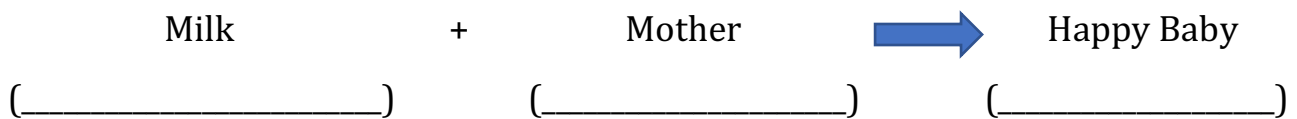
Check for understanding: Complete (or copy for your own notes) the diagram on the next page to demonstrate the process of classical conditioning for attachment. Write the key classical conditioning terms next to what appears in each section. "Before conditioning" has been completed as an example.



Before conditioning:



During conditioning:



After conditioning:



Write a short summary of how children form an attachment through classical conditioning. Use your diagram to help you.

Hint: Make sure that you relate your answer to the formation of an emotional tie/bond between the mother and child. Don't just outline classical conditioning.



**Session 2: Learning Theory Explanations of Attachment – Classical
Conditioning (A02 and A03)**

Supporting resources Powerpoint show for Session 1 & 2 (on VLE)

Apply Task 1: A02 exam practice. Use your notes from Session 1 to answer the exam style question below:

Since Elsie was born, her mother has worked from home and so feeds her meals each day. Elsie's father works from 7am until 5pm and so misses meal times. Elsie is now 7 months old and has a very close bond with her mother.

Use classical conditioning to explain how Elsie became attached to her mother rather than to his father. (4 marks)

Success criteria:

The answer offers an effective explanation of Elsie's attachment according to classical conditioning as a learning theory explanation of attachment. The selection and application of psychological knowledge is appropriate and effective.



Apply Task 2: Using the information provided on the Harlow (1959) study, write a PEEL paragraph evaluating the learning theory of attachment.

Hint: Does Harlow's research support or contradict the learning theory of attachment?

Harlow (1959)

- 8 rhesus monkeys were placed in a cage with two surrogate mothers: one made of wire and one wrapped in cloth.
- For half of the monkeys, the food (milk bottle) was attached to the wire mother, whereas for the other half, the food was attached to the cloth mother.
- Harlow found that all of the monkeys spent most of their time cuddled to the soft cloth-covered mother.
- Harlow concluded that monkeys develop attachments based on contact comfort and not based on food.



Session 3: Attachment - Strange Situation (A01)

Objective: To describe the procedure of the Strange Situation and the types of behaviour found in the Strange Situation

Supporting resources: Textbook 1 pages 84-85 and powerpoint show for Session 3&4 (on VLE)

Do Now: Read through the information below and highlight (or note down) the five behaviours that are observed by psychologists in the Strange Situation Procedure.

The Strange Situation was developed by Mairy Ainsworth (1969). It is a controlled observation procedure designed to measure the security of attachment a child displays towards a caregiver. The procedure consists of seven stages and each stage lasts three minutes. Each stage is designed so that specific behaviours can be observed to make a judgment about attachment. These behaviours consist of proximity seeking, exploration and secure-base behaviour, stranger anxiety, separation anxiety and response to reunion.

Proximity seeking involves an infant wanting to stay fairly close to their caregiver. Exploration and secure-base behaviour refers to how confident a child feels exploring, with the caregiver being a secure-base i.e. a point of contact that makes them feel safe. A sign of stranger anxiety can be distress when a stranger approaches. A sign of separation anxiety is to protest at separation from a caregiver. Response to reunion is the behaviour monitored when a child is reunited with their caregiver after a short period of separation.

Build: The seven stages of the Strange Situation are detailed below. In the box next to each stage you need to write down which of the five behaviours are being tested. There could be more than one behaviour being tested in any stage, (see textbook page 84 for help).



Stage of Strange Situation	Behaviour being tested
Child and caregiver are in an unfamiliar playroom. The child is encouraged to explore.	
A stranger comes in and tries to interact with the child.	
The caregiver leaves the child and stranger together.	
The caregiver returns and the stranger leaves.	
The caregiver leaves the child alone.	
The stranger returns.	
The caregiver returns and is reunited with the child.	

Ainsworth et al. (1978) found that there were distinct patterns in the way that infants behaved. She identified three main types of attachment: Secure (Type B), Insecure-avoidant (Type A) and Insecure-resistant (Type C).

Build: Complete the table on the next page by adding notes about the differences in behaviour displayed by the three attachment types.

Resources to use:

- Youtube video showing Insecure-avoidant attachment in the Strange Situation Procedure: <https://www.youtube.com/watch?v=AGRT6VjnTm8>
- Youtube video showing Secure attachment in the Strange Situation Procedure: [https://www.youtube.com/watch?v=QquZx\]huSg8](https://www.youtube.com/watch?v=QquZx]huSg8)
- Youtube video showing Insecure-resistant attachment in the Strange Situation Procedure: <https://www.youtube.com/watch?v=Rdrp-0GLzws>
- Textbook 1, page 85 – section on ‘Findings’



	Secure	Insecure-avoidant	Insecure-resistant
Proximity seeking			
Exploration and secure-base behaviour			
Stranger anxiety			
Separation anxiety			
Response to Reunion			

Check for understanding: Identify the attachment type from the observations in the Strange Situation.

Scenario 1: Infant X started exploring the playroom as soon as she and her caregiver arrived. She did not seek proximity during this exploration and neither did she react when her caregiver left the room.

Attachment type: _____

Scenario 2: Infant Y showed huge distress when their caregiver left the room but then did not want any comfort when their caregiver later re-entered the room.

Attachment type: _____



Session 4: Attachment - Strange Situation (A01 and A02)

Apply task 1: A01 exam practice. Describe how Ainsworth studied types of attachment (6 marks).

Recommendation: Study your notes from Session 3 and then complete the question without your notes and in timed conditions. Allow 6 minutes.



Apply task 2: A02 Exam practice.

Three one-year-old girls were taken to nursery by their mothers. The girls each reacted differently towards their mothers as they left. Bhavi ignored her mother. Ola appeared a little upset. Pippa did not want her mother to leave and was very upset. The girls also responded differently when the new nursery worker approached them. Bhavi was not at all upset, Ola was moderately anxious but Pippa was very anxious.

- A) With reference to the different attachment types seen in the Strange Situation, identify the most likely attachment type of Bhavi, Ola and Pippa and write your answer below. Use the information provided to help you. (3 marks)

Bhavi

Ola

Pippa

- B) Briefly outline the behaviour each girl is likely to display when her mother collects her from nursery. (3 marks)

Bhavi

Ola

Pippa



Session 5: Attachment – Evaluation of Ainsworth’s Strange Situation (A03)

Objective: To evaluate the Strange Situation procedure.

Supporting resources: Textbook 1 pages 85-87 (Strange Situation and cultural variations), Textbook 2 pages 66-69 (Research methods) and powerpoint show for Sessions 5&6

Do Now: Identify which of the following definitions refers to:

a) validity c) test-retest reliability b) inter-rater reliability.

Definition 1: The extent to which a study or measurement tool has measured what it was intended to measure so that an observed effect is genuine. If genuine it can be generalised beyond the research setting within which it was found.

Definition 2: The extent to which there is agreement between two or more observers involved in observations of behaviour.

Definition 3: The extent to which a procedure produces consistent results every time it is used on the same participant.

Build: Read the text below about the Strange Situation procedure and answer the following questions using information from the text:

The Strange Situation procedure involves the use of behavioural categories and multiple observers. Bick et al., (2012) found that in a team of trained Strange Situation observers there was agreement on attachment type for 94% of tested babies.

The Strange Situation has also been found to achieve consistent results. For example, a study conducted in Germany found 78% of the children were classified in the same way at ages 1 and 6 years (Wartner et al., 1994).



Since the Strange Situation was developed in Western countries (USA and UK), it categorises infant behaviour according to behavioural categories that were developed following observations of middle-class American infants. For example, an infant exploring the playroom by themselves would be classed as avoidant based on American standards.

The Strange Situation measures a child's responses to the anxiety being produced by it being in an unfamiliar environment. However, there is some uncertainty around whether the main influence on the anxiety is attachment. Kagan (1982) suggested that temperament, the genetically influenced personality of the child, is a more important influence on behaviour in the Strange Situation than attachment. Temperament could be a confounding variable.

- a) What is the evidence that the Strange Situation may lack validity due to a confounding variable?

- b) What is the evidence that the Strange Situation is ethnocentric and therefore might lack validity (it does not have the same meaning in countries outside of where it was developed)?



- c) What is the evidence that the Strange Situation shows good test-retest reliability?

- d) What is the evidence that the Strange Situation shows good inter-rater reliability?

Check for understanding

Sort the following statements into whether they are strengths or limitations of the Strange Situation.

- a) The Strange Situation has good inter-rater reliability.
- b) The Strange Situation may not account for a confounding variable.
- c) The Strange Situation could be described as ethnocentric.
- d) The Strange Situation has achieved consistent results.

Extension: Explain **why** each of the above statements is a strength or a limitation of the Strange Situation.



Session 6: Attachment – Evaluation of Ainsworth’s Strange Situation (A03)

Apply Task 1: On lined paper (if possible) copy and complete the PEEL paragraph to evaluate the Strange Situation.

Point:

A limitation of the Strange Situation is that attachment may not be the most important influence on the anxiety it intends to measure.

Evidence:

Kagan (1982) suggested that in fact temperament, the genetically influenced personality of the child, may be a more important influence on anxiety behaviour in the Strange Situation.

Explanation:

Hints: Temperament might therefore be a confounding variable. How does the existence of this variable challenge the validity of the Strange Situation? And what does this mean for generalising the findings of the Strange Situation outside of the research setting?

Link:

Hint: Summarise your paragraph and conclude to what extent the Strange Situation measures attachment.



Apply Task 2: Choose one of the points below and write a second PEEL paragraph to evaluate the Strange Situation Procedure. Complete on lined paper or in the box below.

- The Strange Situation has good inter-rater reliability.
- The Strange Situation could be described as ethnocentric.
- The Strange Situation has achieved consistent results.

Success criteria:

- Clearly signpost whether your point is a strength or limitation of the Strange Situation.
- Use examples/evidence from the text in Session 5 Build to support your point.
- Explain why your point and example/evidence is a strength or limitation.
- Explain how this challenges or supports the validity/reliability of the Strange Situation.

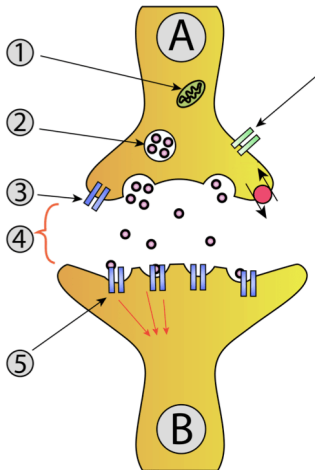


Session 7: Outlining Biological Treatments of OCD (A01)

Objective: To understand how SSRIs work.

Supporting resources: Textbook 1 pages 154-155 and powerpoint presentation for Session 7&8 (on VLE)

Do Now: Label A, B, 2, 4 and 5



A –
B –
2 –
4 –
5 –

Build: Read the text below and produce a flow-chart explaining how SSRIs work.

The biological explanation suggests that OCD is the result of low levels of serotonin in the brain. According to Choy and Schneier (2008), Selective Serotonin Reuptake Inhibitors (SSRIs), a type of antidepressant, are the preferred treatment option for OCD. Antidepressants improve mood and reduce the anxiety experienced by patients with OCD. When serotonin is released from the pre-synaptic neuron into the synapse, it travels to the receptor sites on the post-synaptic neuron. Serotonin which is not absorbed into the post-synaptic neuron is reabsorbed into the pre-synaptic neuron. SSRIs increase the level of serotonin available in the synapse by preventing it from being reabsorbed into the pre-synaptic neuron. This increases the level of serotonin in the synapse.



Your flow-chart can have as many steps as you like:

Check for understanding: Lisa has severe OCD. She has been sent to her doctor for treatment. She is told she will be given drug therapy to help manage her OCD. How could drug therapy be used to treat Lisa? 4 marks.



Session 8: Evaluating Biological Treatments of OCD (A03)

Objective: To understand the strengths and limitations of using SSRIs to treat OCD.

Supporting resources: Textbook 1 pages 154-155 and powerpoint presentation for Session 7&8 (on VLE)

Evaluation Task 1: Using the information provided below, re-write the evaluation paragraph below using the 1-1-3-1 PEEL model.

Remember a good evaluation paragraph includes tentative language and specialist terminology.

One strength of biological treatments for OCD comes from research support for their effectiveness. Randomised drug trials compare the effectiveness of SSRIs and a drug with no pharmacological value, called a placebo. Soomro *et al.* (2008) conducted a review of research examining the effectiveness of SSRIs and found that they were significantly more effective than placebos in the treatment of OCD, across 17 different trials. This supports the use of biological treatments, especially SSRIs, for OCD.



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Evaluation Task 2: Using the information below, write an evaluation paragraph explaining a limitation of using SSRIs as a treatment for OCD.

Remember a good evaluation paragraph includes tentative language and specialist terminology.

Although evidence suggests that SSRIs are effective in treating OCD, some patients experience mild side effects like indigestion, while other might experience more serious side effects like hallucinations and raised blood pressure.



Session 9: Psychopathology revision

Objective: To apply A01 knowledge to unfamiliar scenarios.

Supporting resources: Textbook 1 pages 140-155 and powerpoint presentation for Session 9&10 (on VLE)

Apply Task 1: Read the extract below and answer the following questions.

Rob has recently lost his job of over ten years and his doctor has subsequently diagnosed him with depression. He has been referred to see a cognitive psychologist to better understand his condition.

1a) Name the two cognitive explanations of depression.

- 1.
- 2.

1b) Using your answer in 1a, describe two different explanations the cognitive psychologist might use to help Rob understand why he is suffering with depression. (4 marks)

Hint: remember you need two paragraphs



1c) In relation to Rob, describe one or more strategy that might be used within a session with a cognitive behavioural therapist or suggested for a patient to try in the treatment of Rob's depression. (4 marks)

Hint: Students need to avoid the trap of wasting time and effort outlining cognitive theory in response to this question. The focus needs to be on describing one or more strategy, such as homework tasks or logical disputing, with the expansion of how this is helpful in the treatment of Rob's depression.

Apply Task 2: Read the extract below and answer the following question.

Tom has a fear of dogs. His fear stops him going to his local park for walks in case he sees a dog there. Explain how systematic desensitisation could be used as a treatment for Tom's phobia. (4 marks)

Hint: The main challenge for students here is to ensure sufficient engagement with the scenario. Simply mentioning Tom's name is not evidence enough of engaging with the scenario. Students need to provide some specific examples of the different stages on a hierarchy intended to overcome the phobia of encountering a dog in public to gain full marks.



Session 10: Psychopathology revision

Objective: To practice exam questions that have more than one assessment objective per question.

Supporting resources: Textbook 1 pages 140-155 and powerpoint presentation for Session 9&10 (on VLE)

Task 1 (combining A01 and A03) answer the following question:

Briefly describe the behavioural approach to explaining phobias and discuss one limitation of this. (6 marks)

Hint: Ensure that your description is always clearly linked to phobias to get 3/3 for A01. Better answers will typically elaborate on both elements of the two-process model of phobias. Students can often find the three-mark format challenging when applied to the explanation of a single limitation (or strength) so be sure to state your point, provide evidence for that argument and then elaborate with at least two sentences before providing a summary link.



Task 2 (combining A01 and A02) answer the following question:

Read the following excerpt which appeared in a magazine article and then answer the question that follows. Has hoarding become a 'new' mental illness? Most people can throw away the things they don't need anymore. However, it has been revealed that 1 in 1000 people suffer from a hoarding disorder. This is characterised by extreme anxiety about parting with items which clutter the living or working environment.

Aside from 'deviation from ideal mental health', outline three other definitions of abnormality. Refer to the scenario above in your response. (6 marks)

Hint: You need three paragraphs, one per definition. Within each of these paragraphs, you need to aim for 1-mark A01 giving a general definition of abnormality, before applying it to the scenario for the second mark.