

PSYCHOLOGY

Year 1/AS-LEVEL

STUDENT HANDBOOK

2020-2021



Using this booklet

This booklet has been designed to help guide students through the course and to ensure that you are aware of the course specification, the modules, resources available and expectations set.

Make sure that you read this booklet at the beginning of the course and keep referring back to it throughout your studies to remind yourself of what you are studying, what is expected and sources of information.

Introduction

Congratulations on choosing A-Level Psychology!

During the next two years you will develop a range of skills - analysis, interpretation and evaluation and you will learn how to formulate balanced arguments. You will be exposed to language that is specific to psychology. As psychology is the science of human behaviour which intends to explain the mind and behaviour through reason, you will learn scientific methods involving observation, measurement, hypothesis testing and experimentation. Furthermore you will learn how psychology can be used to help people and hopefully bring about changes for the better. In order to excel in this subject you will need to evaluate research and draw conclusions.

There is a big jump from GCSE to A-Level level and most of you will not have studied psychology before, so you will be expected to work hard to reach AS knowledge as quickly as possible. The key to achieving this and saving a lot of time during the year is to read independently as much as possible in order to become familiar with the approaches, research studies and main issues in psychology. Don't be afraid to ask questions about any aspects of psychology.

Think about the world by reading newspapers, watching the news and observing the behaviour of those around you - try to relate these things to your reading or issues discussed in class.

Who will teach me?

You will be taught by Miss Wharf, Curriculum Leader of Psychology. Your timetable will indicate the teaching rooms, however, on occasions there may be room changes, in which case a note will be left on the classroom door or you will be told in advance.

Expectations and Procedures

Attendance and Absence

Your attendance in lessons is compulsory at all times and essential for your learning. You must inform the school immediately if you are not going to be in school. If you are aware that you will be missing a lesson in advance, it is your responsibility to speak to the teacher and inform them of the situation and request missed work. All missed work needs to be caught up in the students own time

and you need to arrange to collect notes etc ahead of your next lesson so that you are prepared. Lesson resources will be shared on Google Classroom to ensure that you have access to work.

If attendance becomes an issue, phone calls or letters will be sent to your parents/guardians. Following that, your parents/guardians may be asked to come to the school for a meeting with staff in the Psychology Department and possibly the Head of the Sixth Form if the problem persists.

Absence of a teacher – A-level lessons are not always covered by a cover supervisor. If your teacher is aware that she will miss a class in advance, work will be set and resources handed out beforehand so that the work can still be completed. If the absence is unexpected, you are expected to do the following...

- Go to class as normal, it is likely that a cover teacher will be there to take the class.
- Check if any work has been left in the classroom for your lesson.
- Check your school emails and Goggle Classroom page as, where possible, the teacher will email the work to students.
- Go to the Sixth Form block to see if any instruction has been left with Miss Luscher-Chamberlain or Mr Timm.

Punctuality

As with attendance, punctuality is also essential. If you are late, you are responsible for disrupting the learning of all those in your class. If lateness is a persistent problem, the same procedures as attendance will occur (letters, phone calls, withdrawal from the course).

Unauthorised absences and lateness will not be tolerated.

Homework

You will be set various homework tasks throughout the week. The homework is set to build on class work or prepare you for future lessons. You may be asked to research a topic yourself and take notes ready to apply this knowledge in the following lesson (a flipped lesson). These types of lessons are particularly valuable at this stage to help develop your independent learning skills and well as allowing more time in class to be spent on higher level skill such as evaluation and application.

You may be asked to undertake formal assessments as homework, which are usually in the form of past exam papers or questions. Unless otherwise directed you are able to use notes and books for these assignments. These formal assessments allow the teacher to assess your knowledge and understanding of the topics that have been covered. These grades will be recorded in order to predict exam grades.

If you are set homework, it is compulsory that it is completed. Failure to complete it at this level will mean that you fall rapidly behind and will find lessons difficult, if not impossible to understand.

Persistent failure to complete work set will also follow the above procedures (letters; phone calls; withdrawal from the course).

Studying

It is essential that students read class notes after every lesson so that the information is rehearsed and learnt and so that any information that is not understood can be addressed in the following lesson. Students should be prepared to do 5 hours a week of home learning for psychology. This may include reading class notes, additional reading, writing essays/assignments, answering possible questions, creating revision aids and so on.

What should I be prepared for when starting Psychology A-Level?

Starting a new course, especially in a subject that is unfamiliar to you, can be a daunting experience. You have to become accustomed to new ways of learning, new kinds of language, new forms of assessment and new ideas. Many students begin psychology courses with little or no experience of the subject. If you are in this position, what should you be prepared for?

Technical Language

Every subject has its own technical language and psychology is no exception. Psychologists use specific terminology in order to help us understand human behaviour within a rigorous framework. You will be learning new terminology which you are expected to use in lessons and in exam answers. Students are guided through this new experience with the help of glossary sheets for each unit which are completed throughout the course.

Evidence

As a psychology student you will be expected to become familiar with some of the key research findings produced by psychologists. You will need to be able to refer to existing research in order to support, illustrate or challenge a particular view. You will need to debate why one research finding is more plausible than another. You will certainly need a good memory for specific details of studies.

What makes a successful student?

- ❖ Interest in people and their behaviour.
- ❖ Willingness to participate.
- ❖ Ability to write effectively.
- ❖ Good memory for research details.
- ❖ Strong analytical skills.
- ❖ Effort and motivation to succeed.
- ❖ Excellent attendance and punctuality.
- ❖ A highly organised folder.

Psychology books and folders

Be prepared for plenty of writing and lots of details to learn. It is essential that the notes taken in class and homework assignments are kept in a logical sequence in order to help the revision process towards the end of the year. All classwork will be written in exercise books. Books and folders will be checked regularly and time will be spent after school re-organising folders or catching up on missed work if necessary.

Exercise books will be provided for you but students need to provide their own folders if they wish to store information sheets, long term plans etc. Any handouts that link to the lessons will be attached to the exercise book with treasury tags. Students also need to bring their own writing equipment to lesson. Folders and books need to be brought to EVERY lesson.

Book colour	Paper
Green	1
Yellow	2
Purple	3

Developing appropriate skills

In order to be a successful student of psychology you need to demonstrate a variety of skills. These can be summarised as:

- Knowledge and understanding
- Interpretation and application
- Evaluation

These terms become clearer if we consider the example of a doctor. Doctors need to know and understand a vast amount about illness, disease, treatments and therapies. However, this

knowledge is not enough in itself to be able to help a sick patient. A doctor must also be able to interpret the patient's condition (explain what is their problem and why it has occurred) and apply, or use, what they know to help them identify possible treatments. Then the doctor will need to weigh up the relative merits of, or evaluate, each possible treatment in order to decide which is the most appropriate.

Once you have a rough idea of what these "skills" mean in practice, you can go on to see how they can be applied to your work in psychology. In the table below each of the skills is explained. The table also shows why the skills are important and gives examples of how questions assessing particular skills are typically worded.

Skills	Importance	Examiners Instruction
<p>Knowledge and understanding</p> <p>Awareness of relevant psychological perspectives, issues, debates and research findings</p>	<p>Your writing must contain accurate accounts of psychological material. Without this it can degenerate into personal anecdote</p>	<p>"List...."</p> <p>"Outline..."</p> <p>"Describe.."</p>
<p>Interpretation and application</p> <p>The ability to select and use relevant psychological material in order to explain psychological issues and answer particular questions. Also the ability to identify the psychological significance of data presented in different forms, such a statistics</p>	<p>You will need to work out the psychological "background" to essay and data response question and in the latter, use the data given to help answer some questions. These skills will also help you answer questions explicitly, and avoid the error of writing "everything I know" about a question</p>	<p>"How ..."</p> <p>"Identify.."</p> <p>"Why..."</p>
<p>Evaluation</p> <p>The ability to assess evidence and arguments in order to reach a reasoned conclusion. In a court a jury has to evaluate the evidence presented by weighing up arguments and then reaching a verdict.</p>	<p>If you cannot evaluate material effectively then your writing will tend to be unbalanced or one sided. It may also be uncritical: failing to see the strengths and weaknesses of different views. You are also likely to have problems reaching final conclusions based on assessment of the evidence. This is the skill many students find most demanding.</p>	<p>"Assess.."</p> <p>"Evaluate.."</p> <p>"To what extent.."</p>

Although it is helpful to separate out the skills as above, you must bear in mind that all essays and most data response questions worth a considerable number of marks, require you to show all of these skills within the same answer. If you are asked to "Examine" a particular issue then you will have to know and understand the background, be able to identify its psychological importance and weigh up its importance.

Useful course information

Title of course: Psychology

Exam Board: AQA

Contact: Miss C Wharf, Curriculum Leader of psychology
c.wharf@ormistonvictoryacademy.co.uk

Units to be studied:

Paper 1 – Social Influence, Memory, Attachments and Psychopathology.

Paper 2 – Research Methods, Approaches and Biospsychology.

Paper 3 – Issues and debates, Schizophrenia, Cognition and development and Forensic psychology.

Grade Boundaries: Please refer to the ground boundaries below when considering your class and homework assessments.

90% A*

80% A

70% B

60% C

50% D

40% E

Below 40% Fail.

Reading list:

Class textbook: AQA Psychology for Year 1/AS, Cara Flanagan, Dave Berry, Matt Jarvis, Rob Liddle. ISBN 978-1-908682-40-6

AQA Psychology for Year 2/A Level, Cara Flanagan, Dave Berry, Matt Jarvis, Rob Liddle. ISBN 978-1-908682-41-3

AQA www.aqa.org.uk

Unit breakdown/specifications:

Paper 1

Social influence • Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. • Explanations of resistance to social influence, including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility. • The role of social influence processes in social change.

Memory • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.

Attachment • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.

Psychopathology • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.

Paper 2

Approaches in Psychology Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. • Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. • Comparison of approaches.

Biopsychology • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. • Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle

Research Methods Scientific processes • Aims: stating aims, the difference between aims and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. • Pilot studies and the aims of piloting. • Experimental designs: repeated measures, independent groups, matched pairs. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. • Control: random allocation and counterbalancing, randomisation and standardisation. • Demand characteristics and investigator effects. • Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. • The role of peer review in the scientific process. • The implications of psychological research for the economy. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. • Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. Data handling and analysis • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. Inferential testing Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.

Paper 3

Issues and debates in Psychology • Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. • Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. • The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. • Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity

Cognition and development • Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion. • Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding. • Baillargeon's explanation of early infant abilities, including knowledge of the physical world; violation of expectation research. • The development of social cognition: Selman's levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.

Schizophrenia Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.

Forensic Psychology • Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. • Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. • Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. • Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.

Weekly plan

Week beginning	Lesson content
7 th September	Paper 2 Research Methods – aim, variables, experimental and non-experimental methods.
14 th September	Correlations, case studies, design, sampling, reliability and validity.
21 st September	Data analysis, sign test, graphs.
28 th September	Reporting psychological investigations, implications to economy. Mock exam.
5 th October	Approaches – origins of psychology, learning and cognitive approach.
12 th October	Biological and psychodynamic approach.
19 th October	Psychodynamic and humanistic approach.
Half term	
2 nd November	Comparison of approaches, Mock exam.
9 th November	Biopsychology – nervous system, endocrine system.
16 th November	Localisation and function of the brain, split brain, plasticity.
23 rd November	Measuring the brain.
30 th November	Biological rhythms.
7 th December	Mock exam. Activity.
14 th December	Activity.
Christmas holiday	
4 th January	Paper 2 revision.
11 th January	Paper 2 mock exam 2 hours.
18 th January	Paper 1 Psychopathology – definitions of abnormality.
25 th January	Phobias, depression.
1 st February	OCD.
8 th February	Mock exam.
Half term	
22 nd February	Social influence – conformity.
1 st March	Obedience.
8 th March	Resisting social influence, minority influence, social change.
15 th March	Presentation task. Mock exam.
22 nd March	Attachments – stages of attachments, role of the father, animal studies.
Easter holiday	
12 th April	Learning theory, Bowlby, Strange Situation.
19 th April	Cultural variations, maternal deprivation, institutionalisation.
26 th April	How early attachments affect later ones. Mock exam.
3 rd May	Memory – MSM and WMM.
10 th May	Forgetting.
17 th May	EWT.
24 th May	EWT continued. Cognitive interview.
Half term	
7 th June	Mock exam.
14 th June	Paper 1 mock revision.
21 st June	Paper 1 mock revision.
28 th June	Paper 1 mock.
5 th July	Year 1 finished. Transition week.
12 th July	Year 1 finished Transition week.

Assessment criteria for 16 mark essays

Outline

6 marks Accurate and reasonably detailed

Accurate and reasonably detailed description that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question. Presentation of information is clear and coherent.

5-4 marks Less detailed but generally accurate

Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question. Information is presented in an appropriate form.

3-2 marks Basic

Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question. Information is not presented in an appropriate form.

1 mark Brief/Flawed

Brief or flawed description that demonstrates very little knowledge or understanding of research. Selection and presentation of information is largely or wholly inappropriate.

Evaluation

10-9 marks Effective

Application demonstrates sound analysis and understanding. The answer is well focused and effective. A number of appropriate pieces of advice are presented and justified with reference to relevant theory or research. Ideas are well structured and expressed clearly and fluently.

8-6 marks Reasonable

Application demonstrates reasonable analysis and understanding. Application of knowledge is generally focused. Some appropriate advice is presented, this is partially justified with reference to relevant research. Most ideas are appropriately structured and expressed clearly.

5-3 marks Basic

Application demonstrates basic analysis and superficial understanding. Application is sometimes focused. Either appropriate suggestions are made but not justified OR relevant research is presented but not applied to the task OR both are very weak. Expression of ideas lacks clarity.

2-1 mark Rudimentary

Application is rudimentary demonstrating very limited understanding. Suggestions for advice/ justification are weak, muddled and may be mainly largely irrelevant. Deficiency in expression of ideas results in confusion and ambiguity.

0 marks *No creditworthy material is presented.*

A-level Mathematical skills

In order to be able to develop their skills, knowledge and understanding in Psychology, students need to have been taught, and to have acquired competence in, the appropriate areas of mathematics as indicated in the table of coverage below.

Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.

The following tables illustrate where these mathematical skills may be developed during teaching or could be assessed.

This list of examples is not exhaustive. These skills could be developed in other areas of specification content. Other areas where these skills could be developed have been exemplified throughout the specification.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Arithmetic and numerical computation	
Recognise and use expressions in decimal and standard form.	For example, converting data in standard form from a results table into decimal form in order to construct a pie chart.
Use ratios, fractions and percentages.	For example, calculating the percentages of cases that fall into different categories in an observation study.
Estimate results.	For example, commenting on the spread of scores for a set of data, which would require estimating the range.
Handling data	
Use an appropriate number of significant figures.	For example, expressing a correlation coefficient to two or three significant figures.
Find arithmetic means.	For example, calculating the means for two conditions using raw data from a class experiment.

Mathematical skills	Exemplification of mathematical skill in the context of A-level Psychology
Construct and interpret frequency tables and diagrams, bar charts and histograms.	For example, selecting and sketching an appropriate form of data display for a given set of data.
Understand simple probability.	For example, explaining the difference between the 0.05 and 0.01 levels of significance.
Understand the principles of sampling as applied to scientific data.	For example, explaining how a random or stratified sample could be obtained from a target population.
Understand the terms mean, median and mode.	For example, explaining the differences between the mean, median and mode and selecting which measure of central tendency is most appropriate for a given set of data. Calculate standard deviation.
Use a scatter diagram to identify a correlation between two variables.	For example, plotting two variables from an investigation on a scatter diagram and identifying the pattern as a positive correlation, a negative correlation or no correlation.
Use a statistical test.	For example, calculating a non-parametric test of differences using data from a given experiment.
Make order of magnitude calculations.	For example, estimating the mean test score for a large number of participants on the basis of the total overall score.
Distinguish between levels of measurement.	For example, stating the level of measurement (nominal, ordinal or interval) that has been used in a study.
Know the characteristics of normal and skewed distributions.	For example, being presented with a set of scores from an experiment and being asked to indicate the position of the mean (or median, or mode).

Exemplification of mathematical skill in the context of A-level Psychology	
Mathematical skills	
Select an appropriate statistical test.	For example, selecting a suitable inferential test for a given practical investigation and explaining why the chosen test is appropriate.
Use statistical tables to determine significance.	For example, using an extract from statistical tables to say whether or not a given observed value is significant at the 0.05 level of significance for a one-tailed test.
Understand measures of dispersion, including standard deviation and range.	For example, explaining why the standard deviation might be a more useful measure of dispersion for a given set of scores, eg where there is an outlying score.
Understand the differences between qualitative and quantitative data.	For example, explaining how a given qualitative measure (for example, an interview transcript) might be converted into quantitative data.
Understand the difference between primary and secondary data.	For example, stating whether data collected by a researcher dealing directly with participants is primary or secondary data.
Algebra	
Understand and use the symbols: =, <, <<, >>, >, α , ~.	For example, expressing the outcome of an inferential test in the conventional form by stating the level of significance at the 0.05 level or 0.01 level by using symbols appropriately.
Substitute numerical values into algebraic equations using appropriate units for physical quantities.	For example, inserting the appropriate values from a given set of data into the formula for a statistical test, eg inserting the N value (for the number of scores) into the Chi Square formula.

Exemplification of mathematical skill in the context of A-level Psychology	
Mathematical skills	
Solve simple algebraic equations.	For example, calculating the degrees of freedom for a Chi Square test.
Graphs	
Translate information between graphical, numerical and algebraic forms.	For example, using a set of numerical data (a set of scores) from a record sheet to construct a bar graph.
Plot two variables from experimental or other data.	For example, sketching a scatter diagram using two sets of data from a correlational investigation.