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An area in Psychology is a field in which psychologists work. Most will work mainly in one area and will agree with the principles of this area.

The 5 areas are:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The area I prefer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A perspective in Psychology is a set of ideas which psychologists use to answer specific issues. E.g. Individual Differences psychologists will sometimes take a Psychodynamic perspective on a topic like mental health

The 2 perspectives are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The perspective I prefer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which area of Psychology is more likely to take a Behaviourist perspective on a specific topic?

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Which area of Psychology is more likely to take a Psychodynamic perspective on a topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify which # belongs to each area and perspective.

<https://www.classtools.net/hexagon/201805-UGYLha>

|  |  |
| --- | --- |
| **Area/ Perspective** | **#tags** |
| Social area | Environment, situational factors, group dynamics, conformity, situational factors, social context, obedience, prejudice, peers. |
| Cognitive area | Cognitive processes, computer analogy, input-process-output, Internal mental processes, problem-solving, memory, cognition, thinking patterns, schema, mechanistic, attention. |
| Developmental area | Lifespan, typical development, moral development, emotional development, predetermined stages, maturation, systematic changes. |
| Biological area | Physiological processes, brain function, genetic basis, scientific, hormones, heredity, nervous system, twin studies, EEG, MRI, Nomothetic. |
| Individual differences area | Unique, personality, measuring differences, idiographic, quantifiable, characteristics, psychological attributes, complex behaviour, case studies. |
| Psychodynamic perspective | Unconscious processes, childhood experiences, impulses, psyche, id, ego & superego, defence mechanisms, psychosexual stages, conscious, subconscious, neurosis. |
| Behaviourist perspective | Tabula rasa, nurture, behaviour is learnt, operant conditioning, classical conditioning, social learning theory, vicarious reinforcement, stimulus-response. |

For the 5 areas and 2 perspectives, you need to know:

* Its defining principles / concepts
* Research to illustrate it
* Its strengths and weaknesses
* How it has been applied to real life
* How each area / perspective is different from and similar to the others.

**AO1: Knowledge**

the amount of relevant material presented, where low marks are awarded for brief or inappropriate material and high marks for accurate and detailed material.

Decide which of these achieved 4/4 marks and which achieved 1/4 mark.

The Cognitive area states that internal mental processes are important in understanding behaviour. Humans are like information processors, with information being inputted, processed and outputted. The output or behaviour is due to the mental processing which occurs. The area also states that mental processing can be tested scientifically.

A principle of the Cognitive area is that it focuses on the brain and the mind. Internal processes in the brain explain what we do. There is the computer analogy which means that humans are like information processors. There is input – process – output. The brain can be tested scientifically. Cognitive area looks at memory and attention and takes the free will side of the free will determinism debate.

Paper 2 Section B style questions

Outline the Developmental area. [4]

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Explain the principles of the Psychodynamic perspective. [4]

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**AO1 Knowledge: Research to illustrate the area**

You also need to know which study goes with which area and why.

You need to KNOW:

* What the area / perspective believes
* How the study is relevant to these beliefs

One way to link the studies to the areas is to know HOW the taglines of the pairs of studies relate to the area.

The two taglines for the Social area are

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The two taglines for the Cognitive area are

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The two taglines for the Developmental area are

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The two taglines for the Biological area are

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The two taglines for the Individual Differences area are

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Outline how Bandura’s Bobo doll study links to the Developmental area. Support your answer with evidence from this study. [4]

**Example for 4 marks**

Developmental area believes that behaviour is caused by level of development reached (age / experience). Children learn to be aggressive through imitation and observation. Bandura shows that children learn through Social learning. They pay attention to the role model, retain the information mentally, reproduce it, if they have adequate motivation.

Outline how Chaney’s Funhaler study links to the Behaviourist perspective. Support your answer with evidence from this study. [4]

**Example for 4 marks**

Behaviourists believe that psychology is a science and the only way to be objective is to observe / measure behaviour (i.e. not infer anything about mental processes). Chaney investigates the behaviour of children with their asthma inhaler. Behaviourists believe that all behaviour is learned through Social Learning or classical / operant conditioning. Chaney looks at how operant conditioning, by making the inhaler fun, can influence the child’s behaviour and experience.

The 2 studies in the behaviourist perspective are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The 3 studies in the Psychodynamic perspective are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outline how Chaney’s Funhaler study links to the Developmental area. Support your answer with evidence from this study. [4]

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Outline how Bandura’s Bobo doll study links to the Behaviourist perspective. Support your answer with evidence from this study. [4]

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| Core Study | Area | Link to Area |
| --- | --- | --- |
| Milgram (1963) Obedience | Social | Social approach because the results show how pressure from another person could lead people to administer potentially fatal electric shocks to another individual and how they could be led to do this in spite of their evident discomfort. Included because of the importance of its subject matter and because of the way in which it inspired so much other research in the area of obedience. Furthermore, Milgram emphasised situational rather than individual explanations. |
| Bocchiaro (2012)  Disobedience and whistle- blowing | A study which sought to develop a new way to investigate obedience experimentally. Similar to Milgram in revealing high levels of obedience, but a good contrast in that this study was conducted in the Netherlands; as it also sought to investigate if there were any personality differences distinguishing those who were obedient, disobedient or prepared to be whistle-blowers, it challenges a purely social approach to explaining behaviour and does consider individual explanations. |
| Piliavin, Rodin and Piliavin (1969)  Good Samaritan | Social approach because it was seeking to investigate (in a real-life setting) the impact of other people on helping behaviour. It did this through counting of the number of people in the carriage at the time of the incidents (diffusion of responsibility was not seen) while another person was available to model helping behaviour in case this was necessary. |
| Levine (2001)  Cross-cultural altruism | A more recent study investigating helping behaviour, this can be seen as building on the Piliavin study by investigating it in non-confined settings and also by doing so cross-culturally, in 23 different countries. Results found cultural differences in altruism, this offering culture as an explanation. |
| Moray (1959) Auditory attention | Cognitive | Cognitive because of its subject matter –attention. This specific study was included because it is one of the many studies from the 1950s which sought to investigate auditory attention; Moray’s study comprises a series of three experiments, one of which investigates the ‘cocktail party effect’ and what kind of information breaks the attentional barrier is discussed. |
| Simons and Chabris (1999) Visual inattention | This can be seen as building on Moray’s work by investigating visual (as opposed to auditory) attention. This study also explains why we may not recall information that we see, but do not pay attention to. |
| Loftus and Palmer (1974) Eyewitness testimony | Cognitive because of its subject matter –memory. This study shows the impact that post-event information can have on memory, even to the point (in the second of their two experiments) of producing false memories. |
| Grant et al (1998)  Context-dependent memory | A study which shows another way in which memory can be affected – in this case, by whether information is recalled in a similar context to that in which it was first encountered. In contrast to Loftus and Palmer’s study, this research explains how memory can be enhanced, rather than distorted. |
| Bandura (1961) Transmission of aggression | Developmental | Developmental because of the way in which it shows how children’s behaviour can be influenced by the behaviour of adult role models (who they imitate). This lab study can be compared to Chaney et al’s field study. |
| Chaney et al (2004) Funhaler study | Developmental because it is illustrating another way in which children’s behaviour can be influenced by external factors – in this case, the presence of positive and negative reinforcers. |
| Kohlberg (1968)  Stages of moral development | Developmental because it is investigating how, as people get older, the nature of their moral thinking can be seen to evolve, potentially passing through six distinct stages of moral development. It is suggesting that this occurs in line with cognitive development and that it occurs irrespective of the culture a person is growing up in. |
| Lee et al (1997)  Evaluations of lying and truth-telling | A cross-cultural study which challenges Kohlberg’s suggestion that the development of moral thinking is unaffected by the culture a child grows up in. Lee et al show the impact of culture through Chinese and Canadian children’s evaluations of lying and truth-telling. It also investigates the impact that a child’s age has on their evaluations of lying and truth-telling, and its use of a cross-sectional approach contrasts nicely with Kohlberg’s longitudinal approach. |
| Sperry (1968) Split brain study | Biological | Biological because it is showing, through split-brain patients, the way in which different abilities are localized within the two hemispheres of the brain and distinct areas control specific behaviours. Sperry’s study has a small sample in comparison to the Casey et al study. |
| Casey et al (2011)  Neural correlates of delay of gratification | Biological because it involves trying to see whether there is a neural basis to self-regulation. This is done through fMRI scans of people who, forty years previously, had taken part in Mischel’s delay-of-gratification (marshmallow) test. |
| Blakemore and Cooper (1970)  Impact of early visual experience | An early example of research into brain plasticity, in which evidence is put forward of the impact that the visual environment has on cats’ brains (specifically their visual neurons). Included as a biological study because of its focus on neurons, and also because it opens up the debate about whether biology affects behaviour or whether behaviour might even affect biology. |
| Maguire (2000) Taxi drivers | A modern counterpart to Blakemore and Cooper’s study which again illustrates brain plasticity. This time, though, it illustrates it amongst adult humans (specifically London taxi drivers) in a different part of the brain (the hippocampi). It also uses different techniques (MRI scans) to investigate it. The study also explains brain plasticity, in that the organisation of the brain is altered by experiences. |
| Freud (1909) Little Hans | Individual Differences | Individual differences because of its focus on trying to explain a way in which people may differ – by having phobias. It does this through the case study of a single boy. |
| Baron-Cohen (1997) Autism in adults | Again, individual differences because of its focus on trying to understand a way in which people differ – in this case, through being diagnosed as being on the autistic spectrum. A good contrast to Freud because of the different research method used (a quasi experiment) and because of the number and ages of the participants as well as the different disorder. |
| Gould (1982)  A Nation of Morons – bias in IQ testing | Individual differences because of its focus on an attempt to develop a test to measure a way in which people differ – in their levels of intelligence. Included for many reasons, but particularly because it shows how difficult it is to avoid cultural bias in supposedly objective measures. |
| Hancock et al (2011) Language of psychopaths | Individual differences because, again, of its focus on trying to measure differences – in this case, text analysis tools are used to examine the crime narratives of 14 psychopathic and 38 non-psychopathic homicide offenders and the findings demonstrate how the two groups differ. |
| Bandura (1961) Transmission of aggression | Behaviourist | Behaviourist because of the way it provides empirical support for social learning theory. This is shown through children imitating the aggressive behaviour of the role models that they observe. |
| Chaney et al (2004) Funhaler study | Behaviourist because of the way it provides empirical support for operant conditioning (both positive and negative reinforcement). Results found increased adherence, due to the positive reinforcement provided by the funhaler. |
| Freud (1909) Little Hans | Psychodynamic | Psychodynamic because of the way in which Freud’s theory of psychosexual development (especially the Oedipus complex) is drawn upon to explain little Hans’ phobias and fantasies. |
| Kohlberg (1968)  Stages of moral development | Kohlberg’s study is not psychodynamic, but within his paper he explicitly positions his own work against Freudian views of the origins of virtue (as “…superego-identification with parents generated by a proper balance of love and authority in family relations”). Psychodynamic theories about moral development could be drawn out further in the course of exploring Kohlberg’s work. |
| Hancock et al (2011) Language of psychopaths | Similarly, Hancock et al’s study is not in itself psychodynamic, but it makes repeated references to concepts that draw upon psychodynamic ideas throughout the course of the paper – namely, ego development, use of a Rorschach test, psychological ‘distancing’, basic and thrill-seeking drives, and language use being in all likelihood beyond conscious control. Again, these ideas could be drawn out and explicitly related to the psychodynamic perspective. |

**AO2: Applying Knowledge**

the level and effectiveness of critical commentary, where low marks are awarded for superficial consideration of a restricted range of issues and high marks for a good range of ideas and specialist terms, and effective use of material addressing a broad range of issues

Research in the Cognitive area often uses the independent measures design. With reference to an appropriate Core Study, explain one weakness of using the independent measures experimental design. [3]

A weakness of an independent measures design is that the samples for the different conditions may not be exactly the same. This is a problem because it means that the results of the DV may differ between conditions due to participant variables, not the IV. In Grant’s study, randomly allocating Ps to the different conditions, such as noise – noise, noise – silence, is a problem as the results that the mismatching conditions produced lower results than matching conditions, could be due to the Ps in those conditions being less able.

Research in the Biological area often uses natural experiments. With reference to appropriate Core Studies, explain one strength and one weakness of using natural experiments. [6]

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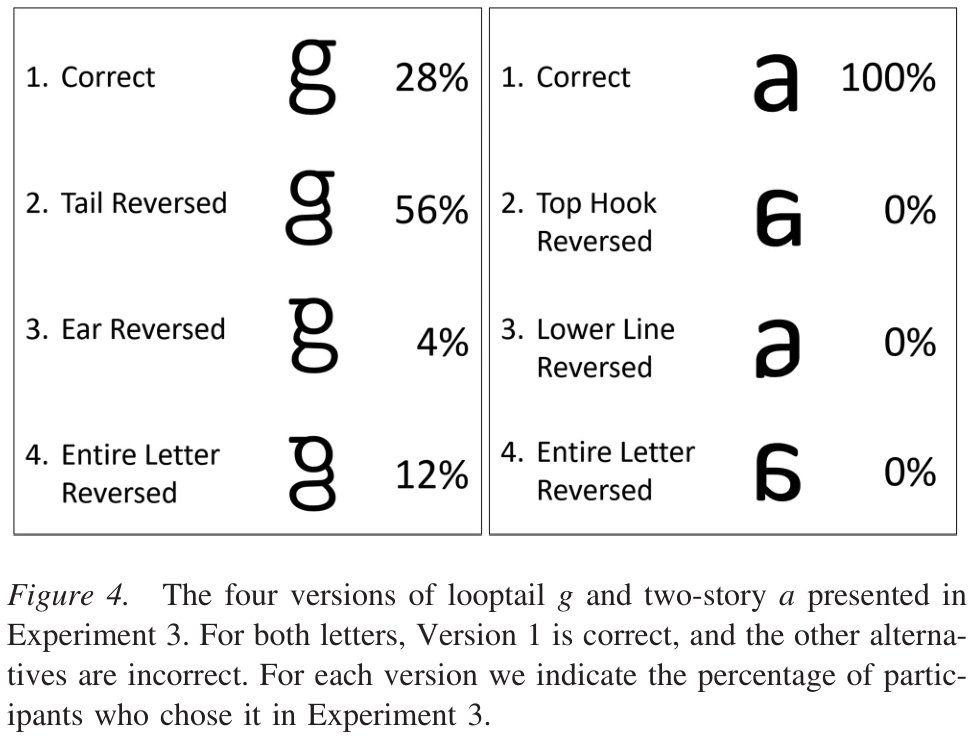
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AO2: Applying Knowledge: Paper 2 Section C

On paper 2, section C, you will have an article that you have to apply your knowledge to. One question will often ask: ‘Explain why this article can be viewed as being relevant to …. psychology. [4]’

* Learn the # for each area / perspective
* Highlight the key words and phrases that could be evidence of a particular area or perspective.
* Explain what the area / perspective believes CAUSES behaviour
* Link this to the article
* Use quotes

Can you spot the baffling letter in this headline that 72 per cent of people miss?

Daily Telegraph 4th April 2018

Most people cannot identify the looptail 'g' even though it is used in most fonts.   Despite seeing it millions of times, a new study has found that 72 per cent of people cannot identify the lowercase ‘looptail g’ - the form of the consonant where the lower arc is completed to form an oval.



This oversight is more striking because this form of the letter is the one used in most novels, newspapers and emails so most people use it every day.

According to US researchers at Johns Hopkins, the phenomenon occurs because schoolchildren do not learn to write the letter's looptail, meaning few commit it to memory or even notice it on a printed page.

We think that if we look at something enough, especially if we have to pay attention to its shape as we do during reading, then we would know what it looks like, but our results suggest that's not always the case.

What we think may be happening here is that we learn the shapes of most letters in part because we have to write them in school. Looptail ‘g’ is something we're never taught to write, so we may not learn its shape as well.

Explain why this article can be viewed as being relevant to Cognitive psychology. (4)

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Explain why this article can be viewed as being relevant to the Behaviourist perspective. (4)

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Social Area

WHAT these psychologists believe:

PRINCIPLES

* All human **behaviour** occurs in a social context and is **influenced** by the actual, imagined or implied presence of others.
* Other people and the environment influence our behaviour and thought processes.



Strengths

* Helps us understand how behaviour can be influenced by other people and the situation you are in
* It can provide explanations for lots of behaviours – so is useful
* Supports the nurture side of the nature/nurture debate
* Prefers research being conducted in natural environments

Weaknesses

* Deterministic
* Reductionist - underestimates the power of individual differences – e.g. some people will never obey.
* Its studies often raise ethical issues through deception or lack of withdrawal (Zimbardo)
* Snapshot studies

Research Methods

* Field experiments (Piliavin, Levine)
* Laboratory **studies** (Bocchiaro) and controlled observations (Milgram)
* Uses a variety of research methods that can be objective and scientific.

Methodological Issues

* Internal reliability - using controlled conditions allows high control of variables and are replicable due to standardised procedures
* High construct validity as IVs can be isolated and measurement is objective
* Low ecological validity and mundane realism as the setting/tasks are often artificial

Milgram, Bocchiaro, Piliavin, Levine

Explain the principles of the Social Area. [4]

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Outline one strength and one weakness of the Social area. [6]

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Cognitive Area

WHAT these psychologists believe:

PRINCIPLES

* **Internal mental processes** are important in understanding behaviour.
* Humans are like information processors; input, process, output. The output or **behaviour** is due to the mental processing which occurs.
* Mental processing can be tested scientifically.



Strengths

* Scientific & provides accurate unbiased data.
* Quantitative data
* Useful – lots of practical applications e.g. when interviewing witnesses the police should avoid using leading questions

Weaknesses

* Reductionist - ignores biological causes of behaviour
* Usually studied through laboratory experiments which may lack mundane realism and ecological validity
* The only way to study mental processes is through self-report or the behaviours that are shown because of it.

Research Methods

* Laboratory experiments - high control of variables
* Case studies (e.g. of brain damaged patients in memory

Methodological Issues

* Reliability is usually good due to high control of variables
* Experiments are replicable due to standardised procedure
* Validity is good as IV can be isolated and measurement is objective e.g.:
* Low ecological validity and mundane realism as the setting/tasks are often artificial
* Snapshot studies

Loftus, Grant, Moray, Simons & Chabris

Explain the principles of the Cognitive Area. [4]

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Outline one strength and one weakness of the Cognitive area. [6]

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Developmental Area

WHAT these psychologists believe:

PRINCIPLES

* Interested in psychological processes of development. Change and development is an on-going process which continues throughout our lifetime.
* Behaviour may be learned (nurture) or innate (biological / nature).
* Early experiences affect later development.
* Development may happen in pre-determined stages.



Strengths

* Useful – gives an explanation of why people demonstrate different intellectual abilities, social skills and emotions
* It adds to the nature / nurture debate
* Gives the opportunity for participant(s) to be studied in their natural environment
* Easy to apply to everyday life as we are constantly learning and developing due to maturation

Weaknesses

* Theories about pre-determined stages of development are too rigid
* Focuses mainly on childhood development and tends to neglect how adults mature
* Behaviour is determined by upbringing, so suggest less free will

Research Methods

* Methods can be longitudinal showing development of behaviour
* Use of case studies open to subjectivity affecting validity

Methodological Issues

* Low ecological validity and mundane realism as the setting/tasks are often artificial
* Longitudinal research can suffer from attrition of participants
* Collects both qualitative and quantitative data
* Reliability is good if set in a laboratory due to standardised procedure
* Replication of case study method is difficult

Bandura, Chaney, Kohlberg, Lee

Explain the principles of the Developmental Area. [4]

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Outline one strength and one weakness of the Developmental area. [6]

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Biological Area

WHAT these psychologists believe:

PRINCIPLES

* This area assumes that all thoughts, feelings and behaviours have a biological cause.
* ‘All that is psychological is first biological’
* Human genes have adapted our physiology and behaviour to the environment
* Psychology should investigate the brain, nervous system and genes



Strengths

* Very scientific and objective
* Strong counter argument to nurture debate which states that we learn behaviour
* Research methods are very reliable

Weaknesses

* Reductionist as it ignores other explanations of behaviour such as the environment
* Does not explain how the mind and the body interact
* Research methods lack ecological validity

Research Methods

* Experiments to see what effect there is on behaviour e.g.: Sperry (natural experiment)
* Correlations between twins to see the genetic influence on behaviour

Methodological Issues

* Reliability is usually good due to high control of variables
* Experiments are replicable due to standardised procedure
* Validity is good as IV can be isolated and measurement is objective e.g.: MRI
* Low ecological validity and mundane realism as the setting/tasks are often artificial e.g.; Blakemore and Cooper’s cat cylinder
* Snapshot studies

Sperry, Casey, Blakemore & Cooper, Maguire

Explain the principles of the Biological Area. [4]

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Outline one strength and one weakness of the Biological area. [6]

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Individual Differences Area

WHAT these psychologists believe:

PRINCIPLES

* Individuals differ in their behaviour & personal qualities so no-one is average
* Everyone is genetically unique and this uniqueness is displayed through their behaviour. So everyone behaves differently.
* All behaviour can be measured.



Strengths

* Allows psychologists to learn more about human behaviours because all behaviours are studied.
* Allows psychologists to measure differences between individuals in qualities such as personality, intelligence, memory etc.
* Studies are often high in ecological validity as they often take place in real life environments.
* Allows both qualitative and quantitative data to be gathered.

Weaknesses

* Research methods used may not be objective and so open to bias lowering the validity
* It creates divisions between people because individuals are identified as being ‘different’.
* It is difficult to define and measure individual qualities such as personality, intelligence etc.
* Ethics – protection from psychological harm (being called different)

Research Methods

* Methods can be longitudinal showing development of behaviour
* Use of case studies open to subjectivity affecting validity
* Case studies difficult to replicate so issues with reliability of findings

Methodological Issues

* Reliability an issue as difficulty in generalising results from small sample
* Allows both qualitative and quantitative data to be gathered which provides rich, in-depth data about the behaviour under consideration.
* Ethics can be questioned due to possible labelling as different or abnormal

Freud, Baron Cohen, Gould, Hancock

Explain the principles of the Individual Differences Area. [4]

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Outline one strength and one weakness of the Individual Differences area. [6]

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Behaviourist perspective

WHAT these psychologists believe:

PRINCIPLES

* Psychology is a science and the only way to be objective is to observe / measure behaviour (i.e. not infer anything about mental processes).
* All behaviour is learned through Social Learning or classical / operant conditioning.



Strengths

* Allows psychologists to study the effect of the environment on behaviour
* Very scientific usually under controlled experimental methods
* Provides a strong counter argument to the nature side of the nature-nurture debate
* Has many practical applications e.g.: ‘watershed’ for TV programmes, learning of language

Weaknesses

* Deterministic
* Reductionist as it ignores mental processes such as moods, thoughts and feelings
* Classical and Operant conditioning is based on animal studies. The results of these may not be true of humans.
* Tends to rely on laboratory experiments that lack ecological validity

Research Methods

* Very scientific using strict laboratory experimentation
* Often uses non-human animals as participants

Methodological Issues

* Tends to lack ecological validity as settings/tasks can be artificial in a laboratory
* Laboratory settings does provide good reliability as experiments can be replicated under controlled conditions
* Ethical concerns can be raised about learning some behaviours e.g.: aggression in Bandura.
* Snapshot studies

Bandura, Chaney

Psychodynamic perspective

WHAT these psychologists believe:

PRINCIPLES

Principles

* Behaviour is influenced by the interaction (dynamism) of drives and forces within the personality (psyche).
* Behaviour comes from the unconscious personality.
* Personality is shaped by relationships, experience and conflict over time, particularly during childhood.
* The mind is like an iceberg. It has conscious, subconscious and unconscious thought, all of which can influence our behaviour

Strengths

* Allows psychologists suggest causes of mental disorders
* Allows psychologists to suggest why individuals behave in ways they cannot easily explain or understand.
* Uses case studies providing rich, detailed data

Weaknesses

* Studies often use unrepresentative samples
* Research methods may not be objective and are open to bias.
* The perspective is based on concepts that are difficult to test and verify scientifically.

Research Methods

* Use of case studies open to subjectivity affecting validity
* Case studies difficult to replicate so issues with reliability of findings

Methodological Issues

* Allows both qualitative and quantitative data to be gathered which provides rich, in-depth data about the behaviour under consideration.
* Methods can be longitudinal showing development of behaviour
* Longitudinal research can suffer from attrition of participants



Freud, Hancock, Kohlberg

Explain the principles of the Behaviourist perspective. [4]

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Outline one strength and one weakness of the Behaviourist perspective. [6]

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Explain the principles of the Psychodynamic perspective. [4]

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Outline one strength and one weakness of the Psychodynamic perspective. [6]

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Comparing the Areas and Perspectives

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|  | **Social** | **Cognitive** | **Developmental** | **Biological** | **Individual Differences** | **Behaviourist Perspective** | **Psychodynamic Perspective** |
| **Social** | **Differences >**  **< Similarities** | **Cause of behaviour**  Social area claims that the social situation determines our behaviour. Whereas, the cognitive area focuses on the metal processes behind behaviour. | **Timescales**  The developmental area considers how we develop over time. Whereas the social area focuses on effects in a particular situation. | **Cause of behaviour**  The Biological area explains behaviour in terms of our biology i.e. genetics, brain structure etc. The social area explains behaviour in terms of the social context. | **Nomothetic / Idiographic**  The individual differences area focuses on the difference between people i.e. gender, culture, abnormal behaviour. Social area makes general assumptions about behaviour. | **Presence / Influence of Others**  Both areas focus on the situational context. But Behaviourism focuses on learning through conditioning. Whereas the social area emphasises the influence others have on our behaviour. | **Cause of behaviour**  The psychodynamic area explains behaviour in terms of the sex and death instincts and conflicts in the unconscious mind. Whereas the social area focuses on the social situation. |
| **Cognitive** | **Validity**  Both areas often use studies which may lack EV | **Differences >**  **< Similarities** | **Timescales**  The cognitive area mainly uses snap-shot studies. Whereas the developmental area often uses the longitudinal method which allows them to see how behaviour changes over time. | **Cause of Abnormal Behaviour**  The Biological area explains this in terms of our biology e.g. brain structure & activity, neurotransmitter levels, genetics. Whereas, the cognitive area claims this is a result of faulty thinking patterns. | **Research Method**  The cognitive area mainly uses the experimental method. Whereas, the Individual Differences area often uses the case study method. | **Cause of Abnormal Behaviour**  The Behaviourist perspective claims that people learn this through classical and operant conditioning. Whereas, the cognitive area claims that this is the result of faulty thinking patterns. | **Research Method**  The cognitive area uses the experimental method and carries out snap shot research. Whereas, the psychodynamic perspective mainly uses case studies that are longitudinal. |
| **Developmental** | **Ethical Issues**  Both areas often raise ethical issues when conducting research | **Usefulness**  Both have very useful applications.  Cognitive = eye witness testimony; developmental = teaching. | **Differences >**  **< Similarities** | **Timescales**  Biological area often uses snapshot studies to show an effect in that moment, whereas developmental will often use longitudinal or cross-sectional to identify changes over time | **Nomothetic / Idiographic**  The individual differences area focuses on the difference between people i.e. gender, culture. Whereas the developmental area makes general assumptions about behaviour. | **Timescales**  The behaviourist perspective mainly carries out snap shot studies. Whereas the developmental area often uses longitudinal studies. The behaviourist perspective also often uses animals. | **Psychology as a Science**  The developmental area uses scientific methods, such as experiments. Whereas the psychodynamic perspective is criticised for being unscientific - Freud’s interpretations are very subjective. |
| **Biological** | **Deterministic**  Both fairly deterministic as they assume human freewill has little to no impact on behaviour | **Research Method**  Both use lab experiments and studies in controlled conditions. Both areas may lack EV. | **Nature / Nurture Debate**  Although often opposing views, both areas can be linked to the nature/nurture debate. | **Differences >**  **< Similarities** | **Nomothetic / Idiographic**  Biological area focuses on the influence of our physiology on our behaviour. Whereas, the individual differences area often uses a case study method that could involve research into various influences on behaviour. | **Cause of behaviour**  The Biological area explains behaviour in terms of our physiology e.g. brain structure, neurotransmitter levels. Whereas, the Behaviourist perspective claims that behaviour is learnt through classical / operant conditioning. | **Cause of behaviour**  The Biological area explains behaviour in terms of our physiology e.g. genetics. Whereas, the psychodynamic perspective explains behaviour in terms of innate drives and conflicts in our unconscious mind |
| **Individual Differences** | **Ethnocentric**  Both often quite ethnocentric. | **Usefulness**  Both have extremely useful applications to real life, especially in terms of treatment for disorders | **Influence of Childhood**  Both agree that childhood experience may affect adulthood. Can be guilty of ethical problems. | **Usefulness**  Many useful applications especially in terms of treating dysfunctional behaviour | **Differences >**  **< Similarities** | **Nomothetic / Idiographic**  The individual differences area focuses on differences between individuals whereas the behaviourist perspective states that all behaviour can be learned | **Nomothetic / Idiographic**  The individual differences area focuses on the difference between people. Whereas, the psychodynamic perspective makes general assumptions about behaviour i.e. all go through 5 psychosexual stages. |
| **Behaviourist Perspective** | **Deterministic**  Both highly deterministic as they tend to only focus on environmental factors. | **Research Method**  Both use controlled environments for testing, however, both often lack EV | **Deterministic**  Both are deterministic and ignore the effect of freewill on behaviour | **Research Method**  Both use objective methods. Both quite reductionist | **Usefulness**  Both have had a major influence on psychology and have resulted in many practical applications | **Differences >**  **< Similarities** | **Psychology as a Science**  The behaviourist perspective uses the scientific area. Whereas, the psychodynamic perspective is criticised for being unscientific. |
| **Psychodynamic Perspective** | **Research Method**  Both lack objective research | **Usefulness**  Both have useful applications. Cognitive = EWT, CBT; Psychodynamic = therapies | **Influence of Childhood**  Both assume that childhood experience can affect adult behaviour. Both add to the nature and nurture debate | **Usefulness**  Both are useful in the development of treatments for psychological disorders | **Research Method**  Data is often collected retrospectively which relies on memory. Both often use case studies. | **Deterministic**  Both deterministic and imply that humans have little freewill | **Differences >**  **< Similarities** |

**AO3: Comparisons**

* Similarity / difference is **identified**
* Discussed / **elaborated**
* andsupported by **evidence** from one side
* and supported by **evidence** from the other side.

Discuss **one** similarity and **one** difference between the Behaviourist perspective and the Developmental area. [8]

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Discuss **one** similarity and **one** difference between the Psychodynamic perspective and the Individual Differences area. [8]

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