|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic**  | **Background**  | **Key Research**  | **Evaluation** | **Application** |
| Intelligence (Biological) | What psychologists mean by intelligence and biological factors that could affect it | Van Leeuwen *et al.* (2008) | * Freewill vs determinism
* Methodological issues
* Nature vs nurture
* Reductionism vs holism
* Usefulness
 | At least one method of assessing intelligence |
| Pre-adult brain development (Biological)  | Brain development and the impact of this on risk taking behaviour  | Barkley-Levenson & Galván (2008) | * Ethical issues
* Free will vs determinism
* Methodological issues
* Psychology as a science
* Reductionism vs holism
* Usefulness of research
 | At least one strategy to reduce risk taking behaviours using knowledge of brain development |
| Perceptual development (Cognitive) | Perceptual development in children and how this can be studied in babies & animals  | Gibson & Walk (1960)  | * Ethical issues
* Methodological issues
* Nature vs nurture
* Psychology as a science
* Reductionism vs holism
* Usefulness of research
 | At least one strategy to develop perception in young children |
| Cognitive development & education (Cognitive)  | Cognitive development in children and the impact of this on education | Wood et al. (1976)  | * Ethical issues
* Free will vs determinism
* Methodological issues
* Psychology as a science
* Usefulness of research
 | At least one cognitive strategy to improve revision or learning |
| Development of Attachment (Social) | The development of attachment and impact of the failure to develop attachments  | Ainsworth & Bell (1982) | * Ethical issues
* Free will vs determinism
* Methodological issues
* Nature vs nurture
* Psychology as a science
* Usefulness of research
 | At least one strategy to develop an attachment friendly environment. |
| Impact of advertising on children (Social)  | The influence of TV advertising on children & stereotyping in such advertising  | Johnson & Young (2002) | * Ethics
* Individual v situational
* Methodological issues
* Nature vs nurture
* Reductionism vs holism
* Usefulness
 | At least one strategy to reduce impact of advertising which is aimed at children |

Psychology Assessment Objectives

AO1: Demonstrate **knowledge and understanding** of scientific ideas, processes, techniques and procedures.

**How to be successful on AO1**

* Use **key terms**
* **Precision**
	+ Always name the TYPE when you refer to reliability (internal, external, inter-rater, test-retest, split-half) or validity (internal = face, construct, concurrent, criterion, external = population, ecological, temporal)
	+ Use quantitative data wherever possible
* **Concision**
	+ Plan your answer to make sure that it is brief and to the point.
	+ Avoid introductions
	+ Don’t define key terms unnecessarily.

AO2: **Apply** knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context; in a practical context; when handling qualitative data and quantitative data.

Questions that ask you to apply your knowledge will say:

* …in this study
* … with reference to this study
* …used in this study …
* Use examples from appropriate core studies to support your answer.
* Support your answer with evidence from the article

**How to be successful on AO2**

* Use the UNIQUE words of the story described or study
* Make sure your answer is not GENERIC (able to be cut and pasted into an answer on a different question).

AO3: **Analyse**, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions and to develop and refine practical design and procedures

**How to be successful on AO3**

* Show why the point you have made MATTERS.
	+ This is a strength because ….
	+ This is a weakness because …
* Use connectives words between paragraphs (firstly, conversely, however, leading to, etc.)

Paper 3 Child and Crime Question Types

A style questions = 10 marks

Using the research by …, explain / discuss …

5 marks for AO1: knowledge of the key study

* detail the study’s aim, sample, procedure, results, conclusions

5 marks for AO2: application to the topic

* refer to the key words of the question
* know the 6 topic titles

B Style questions = 15 marks

3 marks for AO1: knowledge 12 marks for AO3: analysis

**Question Command Words**

* **Discuss** = strengths and / or weaknesses
* **Evaluate** = strengths AND weaknesses – aim for balance
* **Assess** = strengths AND weaknesses – come to a conclusion
* **To what extent** = strengths AND weaknesses – come to a comparative conclusion (greater / lesser / somewhat)

**How to Answer the Question**

1. Identify the 4 points you are going to make.
2. Each point is going to be developed as a whole paragraph.
3. Structure of the answer – which point should come 1st?
4. Show a plan – it helps the examiner know you understand
* Point
* Explanation
* Example from the key study
* Link to the question / conclusion of why this matters.

C Style questions = 10 marks

Applying knowledge to the situation

State:

* WHAT you are going to do – *e.g. target hardening*
* HOW you are going to do it – *e.g. locks on the doors*
* WHY you are suggesting this – *e.g. if the doors are locked, burglars will have to use a lot of energy, which limits the amount of positive reinforcement that they will receive*

Child Topic 1: Intelligence (Biological) Background

**What Psychologists Mean By Intelligence:**

The G factor: Charles Spearman (as in Spearman’s Rho) proposed that mental ability could be understood as the

* g factor = general cognitive ability
* plus environmental influences and motivation.

**Biological Factors That Effect Intelligence:**

**Gender:** **Haier (2005)**

Males = better at spatial tasks - more volume of grey matter in the frontal parietal lobe.

Females = better at verbal skills - more white & grey matter in Broca’s area (associated with language).

**Genes: Scarr (1978)**

Family studies and adoption studies show stronger correlations of intelligence between biological relatives than between adopted relatives. This suggests that genes play a larger role in intelligence.

**Nutrition: Schoenthaler (1991)**

Children who lacked a decent diet could improve their IQ scores by taking daily vitamin and mineral supplements, but only improved in non-verbal tests, not verbal tests.

**Pre-natal: Glover (2009)** correlated anxiety questionnaires and cortisol levels (chronic stress hormone) in 250 women during pregnancy with their future child’s IQ. The children exposed to high levels of cortisol had lower IQ, especially on verbal and linguistic tests.

Key Study: Van Leeuwen et al (2008)

A Twin-Family Study of General IQ

**Sample**

* 112 families with twins, of which 103 had full siblings who wanted to participate.
* Recruited from the Netherlands Twin Registry (NTR) at VU University in Amsterdam (think of Bocchiaro!)

**Research Method:**

* Correlational study - looking for relationships between intelligence, biological and environmental factors.

**Procedure**

* DNA testing at home to check whether the children were MZ or DZ twins
* Informed consent forms
* Parents compensated for their travel expenses and children received a present.
* Data collection took place on two different days.
* For cognitive/intelligence testing, families arrived in the morning.
* Children were tested in separate rooms with **Raven’s Standard Progressive Matrices (RSPM) =** multiple choice IQ test that measures your **fluid intelligence.** Scores out of 60.
* Parents completed the **Raven Advanced Progressive Matrices (RAPM)** - more difficult to suit adults. **Scores out of** 36

**Results**

* No significant differences in IQ scores between males and females across all groups (parents, siblings and twins)
* Variance in intelligence of the siblings was significantly larger than in the twins. Siblings had wide ranging scores on the test, whereas twins had very similar scores. This supports a genetic explanation, because the more genetic makeup the share, the more similar their IQ is.
* Higher correlation between the Raven IQ test scores between parents i.e. if one parent had a high score, so did the other. This provides evidence for the **assortative mating (phenotypic assortment),** as it suggests that individuals seek partners with similar intelligence levels.

**Conclusions:**

* The main influence on IQ level is genetic factors, but genes do interact with environmental factors to influence intelligence.
* Phenotypic assortment better explains spousal resemblance that social homogamy (people with similar intelligence levels are clustered together in the same environment they are more likely to end up having children together).

Application: Methods of Assessing Intelligence: Raven’s Progressive Matrices

**The Raven’s Progressive Matrices:**

* The most popular way to measure non-verbal intelligence
* Aims to measure **educative reasoning** = the ability to infer or work out an answer based only on the information they have been given.
* The test provides pictures that the students have to make meaningful - for each test item the students have to select a missing aspect in a series of stimuli in order to complete a pattern.
* Rasch model accounts for the level of difficulty in the questions - scores are not solely calculated on amount of correct answers. Questions that are more difficult have higher weightings.
* 3 different versions:
	+ **Colour Progressive Matrices:** For children between 4-7 years old and individuals with mental or physical disabilities – around 36 items assessing colour and some black and white items.
	+ **Standard Progressive Matrices** – young people and children
	+ **Advanced Progressive Matrices** – adults.
* Used with children or individuals with language or learning difficulties as it does not rely on language or written ability
* Used across the world and has been used as an entry exam into the military
* Very high inter-rater, split half and test retest reliability.

Child Topic 2: Pre-adult brain development (Biological) Background

**Brain development and Development on risk taking behaviour**

**New-borns and early brain development**

* Undeveloped limbic system (responsible for emotions and memory) and cerebral cortex (occipital, temporal, parietal and frontal lobes).
* **V**entral striatum is well developed in the 1st year and is responsible for rewards, wants and desires. This means a focus on getting rewards, but without risk analysis.

**Adolescent brain**

* Limbic system (processing social and emotional information) dominates the prefrontal cortex, making risky decisions more common.
* Areas of pre-frontal cortex needed for high level reasoning and decision making are not well developed – so are likely to ignore the negative consequences of the decisions made.
* Synaptic pruning occurs - connections that are not used enough will be eliminated – ‘use it or lose it’.

**Up to Early 20s**

* Prefrontal cortex develops and helps people get better at abstract reasoning and anticipating outcomes.
* It is necessary for high level reasoning and decision making.

Key Research: Barkley-Levenson & Galvan (2014) Neural Representation Of Expected Value In Adolescent Brain

**Aims:**

* To investigate the influence of brain development on risk taking behaviour
* Do adolescents attach more value to rewards than adults?
* To identify neural development of Expected Value (EV) in adolescent brains

**Sample:**

* 19 healthy, right-handed adults (ages 25-30)
* 22 healthy, right-handed adolescents (ages 13-17)
* Volunteer sampling through poster and internet adverts in USA

**Research Method:**

* This was a natural experiment using an independent measures design, conducted in a laboratory.

**Procedure:**

* IV = adult / adolescent
* DVs = performance on a simple mixed gambles game and fMRI scan to show volume / activity of Ventral Striatum (VS)
* Intake session = neuro-imaging, consent forms, spending per month (mean for adolescents = $52.50; for adults = $467).
* One week later = fMRI session. During scan, series of gambles with a 50% probability of gaining the amount shown and a 50% probability of losing the amount shown on the other side of the spinner.
* Range of profit values between +$5 and +$20 and loss amounts between−$5 and −$20, for a total of 144 trials per participant.

**Behavioural Results**

* Adolescents behave similarly to adults when there is no risk involved.
* Amount of disposable income does not affect reaction times.
* The higher the EV of the win the more likely the adolescent was to gamble in comparison to the adult.

**Neural Results:** More activation of the VS in adolescents as the EV increased compared to adults

**Conclusions:**

* Adolescents behave similarly to adults when there is no risk involved
* Adolescents place greater value on rewards than adults do
* Adolescents more likely to have VS activity linking to increased risk taking behaviour

Application: Strategies to Reduce Risk-Taking Behaviours Using Knowledge of Brain Development

**Graduated Driver Licencing Schemes (GDL)**

* Much more likely to carry out risky behaviours when in a group.
* Peer pressure increases the reward of taking risks, making the risk seem more worth it to take (SLT)
* This is because having peers present can make the rewarding aspect of a risky situation even more appealing, increasing activation of the VS.
* Limiting opportunities for risk taking, can help to reduce negative outcomes.

**USA GDL scheme: McCartt (2003)**

* Not allowed a full licence until completed a probationary period
* Driving rights were restricted
	+ Banned from driving between 10pm and 5am
	+ Banned from having passengers under the age of 20 in their car
* Significant reduction in crashes of young drivers who went through this probationary period.
* Effective in reducing collisions in countries where it is implemented
* There are real potential health benefits for new drivers
* The effectiveness of GDL schemes depend upon the number of restrictions implemented and how strictly they are enforced by authorities.

Child Topic 3: Perceptual Development (Cognitive) Background

**Perception** is the process by which our minds organise, process and make sense of sensory data.

**Depth perception** is the visual ability to perceive the world in 3D, coupled with the ability to gauge how far away an object is.

* Monocular vision is poor at determining depth
* Binocular vision - relative sizes are compared, since each eye is seeing a slightly different image from a different angle.

**Visual perception**: Information that enters our pupils and the ability to recognise objects, colours and depth.

* **Acuity**: this is the sharpness of or vision; the ability to detect fine detail. It is determined by how quickly our eye muscles are able to contract and relax in order to focus. Infants can see 6 metres clearly, but an adult can see between 100-125 metres.
* **Binocular vision**: eyes have to be aligned and coordinated to achieve accurate depth perception. Newborns eyes have poor muscle definition and so struggle to do this.
* **Colour**: cone cells are responsible for colour vision. Babies prefer bold colours or highly contrasting ones such as black and white, because perceiving colours may be more difficult for them.

**How perceptual development is studied in babies: Habituation**

* A new born any will look at something if it is a new stimulus
* If you present the same thing to a baby many times, it will lose interest
* If you then present something similar but different in some way, the child will show interest again

**How perceptual development is studied in animals**

* Blakemore & Cooper (1970)

Key Study – Gibson & Walk (1960)

The Visual Cliff

**Aim** = to investigate whether both humans’ and other species’ depth perception is innate.

**Sample**

* 36 infants ranging for 6-14 months
* Unknown number animal species e.g. cats, rats, goats, sheep, turtles and chickens.

**Research Method**

* Laboratory experiment, repeated measures. Studies using other species are natural experiments (IV = animal species).
* IV = called by mother from cliff side or shallow side
* DV = whether or not child would crawl to its mother

**Procedure =** Placed on the centre board - mother called her from the cliff side and afterwards from the shallow side.

**Baby results**

* 27 crawled off the board from the shallow side at least once.
* Only 3 who moved off the board crawled off the cliff.
* Many crawled away from the mother when she called to them from the cliff side
* Some cried when their mother stood on the cliff side because they could not get to her without crossing the cliff.
* Baby would peer down through the glass on the deep side and then back away.
* Some patted the glass with their hands, but did not cross.

**Animal Results**

* Depth perception develops once the animal becomes mobile – suggesting survival purposes shown in sheep, goats, chickens (mobile within 24 hours).
* Kittens at 4 weeks old choose the shallow side and froze when placed on the cliff side.
* Most species preferred the shallow side.

**Conclusions:**

* Both nature and nurture influence the development of depth perception
* Binocular cues such as motion parallax are innate, while monocular cues such as size constancy are learned
* Humans and other animals have developed depth perception by the time they are mobile

Application: A Play Strategy to Develop Perception In Young Children:

**Toys that encourage perceptual development**

* Children’s play is an essential part of a child’s interaction with their environment and stimulates the development of skills
* The more opportunities that a child has to use their skills, the more developed they will become.

**Mobiles for new-borns**

* A mobile has brightly coloured moving objects and can help to stimulate visual perception.
* Through the movement of the mobile babies will start to co-ordinate their eye movements (binocular vision).
* The child will try to reach out for the objects and grab the toys on the mobile.
* This develops their understanding of distance e.g. motion parallax and size constancy.

**Sound bingo for 2 year olds**

* Helps with children’s auditory perception
* Develops the concept that loud noises = close; quiet = further away
* Learn to link what they see with what they hear.
* Use variety to prevent **habituation**

Child Topic 4: Cognitive Development in Children (Cognitive) Background

**Piaget**

* We are genetically programmed to have the ability to think abstractly. This is what makes us different to animals.
* Schema = mental representations of the world, which we use both to understand and to respond to situations.
* Piaget states that when we get older, our schemas become more numerous and elaborate. This happens through:
* **Assimilation =** using an existing schema to deal with something new object or situation.
* **Accommodation =** when the existing schema (knowledge) does not work, it needs to be changed to deal with a new object or situation.
* **Equilibration =** the force which moves development along – this drives the learning process as we do not like to be frustrated and will seek to restore balance by mastering the new challenge (accommodation).

**Piaget’s stages of cognitive development:**

* **Sensorimotor Stage (Birth- 2 years) =** Object permanence – knowing that an object still exists, even if it is hidden. It requires the ability to form a mental representation (i.e. a schema) of the object.
* **Pre-operational Stage (2-7 years) =** Able to think about things symbolically - the ability to make one thing stand for something other than itself. There is still difficulty taking the viewpoint of others.
* **Concrete Operational Stage (7-11 years)** = beginning of logical or operational thought. The child can work things out internally in their head (rather than physically try things out in the real world). Children can conserve number (age 6), mass (age 7), and weight (age 9). Conservation is the understanding that something stays the same in quantity even though its appearance changes.
* **Formal Operational Stage (11 years and over)**= Develop the ability to think about abstract concepts, and logically test hypotheses.

**Vygotsky:**

* Believed that language is a precursor for learning whereas Piaget believed that thinking came first then the language catches up.
* Child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalises the information, using it to guide or regulate their own performance.

Key Study: Wood (1976) The Role Of Tutoring In Problem-Solving Wood

**Aim =** to see if children responded to ‘tutoring’ when they had a problem to solve, and to look at how this changed with different age groups.

**Sample:**

* 30 children from the USA, mixture of middle and lower class – parents responded to a volunteer advertisement. Split evenly into three groups: 10 x 3-year-olds, 10 x 4-year-olds and 10 x 5-year-olds with an even number of boys and girls in each group.

**Research Method:**

* Controlled observation, in an artificial environment using event sampling. Participants were observed as they tried to complete a building task with intervention and guidance from a tutor. Participants were observed in individual sessions lasting from 20 minutes to one hour.

**The Pyramid:**The task was designed to be fun, complex, interesting, and within easy reach of every child’s skills. The toy designed for the task consisted of 21 blocks. The pyramid had six levels with the top block being a solid square. Each remaining layer was composed of 4 equal sized blocks made up of two locking pairs. Each pair fitted together with a hole and peg arrangement.

* The tutor recognised and responded systematically to three types of response from the child:
* (i) **If the child ignored her and continued with his play:** the tutor would again present show the child how to join and position two blocks to form a correct pair.
* (ii) **If the child took up the blocks which the tutor had just assembled and manipulated them and then tried to assemble pieces for himself but overlooked a key feature:** the tutor would verbally draw his/her attention to the fact that the construction was not completed e.g. if he had selected pieces himself and put them together wrongly, the tutor would ask him to compare his construction with hers and to make his similar.
* (iii) **If the child tried to make something with blocks presented for construction by the tutor in a way more or less similar to her own method e.g. by putting pegs into holes:**the tutor would correct any errors that resulted.

**Results:**

* It took 15 acts of pair construction to make a correct pyramid. More than 75% of these acts were unassisted among the 5 year olds compared to 50% for the 4 year olds and 10% for the 3 year olds.
* The 3 years olds took apart as many constructions as they put together, whereas older children were less likely to ‘deconstruct’ their assemblies.
* The 3 year olds rejected tutor instruction on 11 occasions (median), compared to 4-5 year olds who always accepted assistance.
* The number of direct interventions drops by half from the 3 year olds to the 4 year olds and drops again by half with the 5 year olds.
* In 478 opportunities the tutor conformed to the pre-set rules/procedure 86% of the time. The majority of her ‘errors’ was with the 4 year olds by offering more help than was allowed by the rules.

**Conclusions:**

* Increasing age meant a greater likelihood of task success, and an improvement in the achievement of the more complex aspects of the task.
* The level and type of support needed by children differed across age groups in line with the tutors changing support with increased ability, as an example of scaffolding.

Applications: Cognitive Strategies to Improve Revision / Learning:

**Mnemonics =** a technique for aiding the memory, typically when there is a large amount of information to learn, that is unfamiliar to the individual.

* Mnemonics often rely on familiar information that can help make a connection to the unfamiliar information.
* Mnemonics can be seen as cognitive shortcuts.

**Visual Mnemonic**

* Visualise yourself in a familiar place such as in your own home.
* Each object or feature of this place then acts as a piece of information you need to memorise.
* Create an association with the location and the linked information.

**Acronyms or word association**

* e.g. a sentence that helps you to learn the order of something e.g. Old Aged Pensioners Love Guinness – Freud’s stages – Oral, Anal, Phallic, Latency and Genital.

**Are mnemonics effective?**

* Mnemonics involves are more elaborate way to revise and rehearse information, leading to deeper encoding and better recall.
* Semantic processing can involve techniques such as writing practice essays, explaining topics out loud or creating detailed min maps – strategies that require a lot of effort.

Child Topic 5: Development of Attachment (Social) Background

**Attachment =** an affectional tie that one person / animal forms between herself and another one.

**Learning / behaviourist theory of attachment**

* attachment is a set of learned behaviours
* Basis for the learning of attachments is the provision of food = infant will form an attachment to whoever feeds it.
* They learn to **associate** the feeder with the comfort of being fed and through the process of classical conditioning, come to find contact with the mother comforting.
* Certain behaviours (e.g. crying, smiling) bring desirable responses from others (e.g. attention, comfort), and through the process of operant conditioning learn to repeat these behaviours in order to get the things they want.

**Evolutionary theory of attachment**

* Biologically pre-programmed to form attachments with others, because this will help them to survive.
* Display innate behaviours (called **social releasers**) which help ensure contact with the mother (e.g., crying, smiling, crawling, etc.)
* Form only one primary attachment **(monotropy)** - which acts as a prototype for all future social relationships.
* If this broken or disrupted during the **critical two year period,** the child will suffer irreversible long-term consequences.  This risk continues until the age of five.
* **Maternal deprivation** = separation or loss of the mother as well as failure to develop an attachment.

Key Study: Ainsworth & Bell (1970) Attachment, Exploration And Separation: Illustrated By The Behavior Of One Year-Olds In A Strange Situation

**Aim**

* To observe in a lab situation the attachment behaviours of a child using the ‘strange situation’, including whether infants use their mother as a secure base in order to explore their immediate environment.

**Sample**

56 infants of white, middle‐class parents took part. 23 of them had been observed longitudinally from birth and were 51 weeks old at the time of this study. The other 33 infants were 49 weeks old.

**Procedure**

Controlled observation, where infants’ interactions with their mother were observed through a one‐way mirror.

The strange situation consisted of eight episodes in a standard order for all participants. The situation was designed to be novel enough to elicit exploratory behaviour, and strange so that it would evoke fear and heighten attachment behaviour. The room was a 9 x 9‐foot square of clear floor space and also had chairs and toys. The 8 episodes were designed to measure a number of different observed behaviours including: the infant using the mother as a secure base in order to explore this strange situation; the infants’ reaction to the mother leaving – separation protest; the reaction to being alone with a stranger – stranger anxiety; and reaction when the mother returned to the room – proximity seeking. Inter‐rater reliability of the observations was checked and agreement was found to be as high as 0.99.

**Results**

The children explored much less when with their mother compared to with the stranger. On the mother’s return the children interacted more with her than they did with the stranger. The children showed little distress when the stranger entered the room; this increased when the mother left, but decreased when she returned. The children cried again when the mother left them alone for the second time and this did not go down when the stranger entered. Search behaviour was greatest when left alone.

The infants sought proximity with their mothers after she returned and this contact was maintained even more so when she returned a second time. This behaviour was shown towards the strangers occasionally. Some infants showed resistance to the mother on her first return, while in the final episode over half demonstrated it, but less so to the stranger as time went on.

**Conclusions:** Exploration of a novel situation is dependent on the presence and reasonable proximity of the infant’s mother. Without the attachment figure there, exploration will be avoided and attachment behaviour will be heightened. Based on the findings of this and other studies, Ainsworth and Bell proposed that: Attachment behaviour may be increased or decreased by conditions, but we are predisposed to seek proximity to our attachment figure.

Application: Strategies to Develop An Attachment Friendly Environment:

**Help support Attachment in Hospitals and Nurseries - Family-Centred Care (FCC):**

FCC is a technique employed by many aspects of care and encourage the following values:

* to share information about a patient and their families openly
* to respect and honour individual differences and choices
* to work in partnership with patients and families to make joint decisions and negotiate care
* to care in ‘in the context’ – medical care and decisions should reflect the child within the context of his or her family, education, interests and community
* Primary care givers need to be readily accessible especially around the critical period.
* Show the need to get parents to engage with their children’s care. This might be in the form of bathing, dressing or reading, singing to the child.
* This means that the child still feels that the parents are responding to their needs and that they are still part of a family routine and therefore reducing feelings of neglect.

Child Topic 1: Impact of Advertising on Children (Social) Background

The role of advertising on television is to increase sales and advertisers use psychological tricks including:

* **Learning through association** e.g. eat this and you will appear younger and attractive, or wear this and have an amazing relationship
* **Operant conditioning** e.g. the reward of having friends if you drink a certain alcoholic drink
* **Role models** e.g. seeing David Beckham wearing Calvin Klein pants

**Hanley (2000)** - individuals in direct contact with the child (parents, teachers and siblings) had the greatest influence on children’s behaviour, but role models such as celebrities on TV are highly influential.

Key features of television that encourage imitation:

* Easy to copy
* Similar to other acceptable behaviours
* Wicked or forbidden
* Appealing to the child
* Humour and jokes
* People getting away with it
* Role models
* High production values – music, colour, action

**Stereotyping in Advertising:**

**Griffiths (1998)** looked at the production techniques used in 117 toy advertisements broadcast on British TV:

* Varied camerawork was found in adverts aimed at boys
* Boys ads had more over head shots and blurred focus, to make them feel as if they were there in the scene
* Girls ads had more ‘tilt up’ action - to mimic the action of looking from a subservient position – e.g. looking up to a boss.
* Boys ads were much shorter. The rapid pace for boy ads echoed masculinity and action.

Key Study: Johnson & Young (2002) Gendered Voices In Children’s Advertising.

**Aim =** determine whether advertisers script adverts differently for M/F

**Sample =** content analysis study, so no Ps.

**Research Method:**

* Content analysis - coded TV adverts relating to M/F
* Sampled from autumn 1996, 1997 and 1999.
* The total number of commercials = 478.

**Procedure:**

* Classified into five product categories:
1. Food items (cereals, snacks and drinks)
2. Toys
3. Educational / public service announcements
4. Recreational facilities or locales e.g. McDonald’s, Kids Zone
5. Video and movie promotions.

**Results:**

* Boy-oriented ads exceeded girl-oriented adverts and there were few adverts directed to both boys and girls.
* **Names of toys** The names of many of the advertised toys vividly positioned verbal images of boys and girls in their cultural context e.g. ‘Big Time Action Heroes’ and ‘Tonka Mega Crew’ stressed size as critical in male-oriented toys whilst ‘Juice ‘n Cookies’ and ‘Bedtime Bottle baby’ signified parenting as a female-linked quality.
* **Types of toys advertised** for boys, action figures such as Karate Fighters and Star Wars characters were most common (37% of boy-oriented toys); for girls, the most common categories were ‘posable figures’ e.g. Barbie Dolls, animal figures (44% of girl-oriented toys).
* **Voice overs used in adverts** A male voice-over was heard in every boy-oriented and boy/girl oriented adverts. 89% of the voice-overs in girl-oriented adverts contained female voices.
* Exaggerated gender stylisation used - boy-oriented = **deep, loud and aggressive voices;** girl-oriented **(high pitched or sing-song)**
* **Frequency of verb element type:** **feeling/nurturing** verb elements were absent in boy-oriented adverts, but were presented often in girl-oriented adverts. Verb elements related to **competition/destruction** were heard frequently in boy-oriented adverts but rarely in girl-oriented adverts.
* 21% of the boy-oriented toys had the words ‘power’ or ‘powerful’.

**Conclusions:**

* Gender stereotypes underlie TV ads
* Reasons for this = reliance on successful marketing strategies and/or profitability in creating gender-specific consumer behaviour.

Application: Strategies to reduce the impact of advertising that is aimed at children

**Banning advertising to children**

* Children should not be seen as consumers
* Research has linked the commercialisation of childhood with low self-esteem, unhappiness, bullying and premature sexualisation.
* Sweden has banned all advertising to children.
* This method believes that by removing the influence, children will not have the opportunity to be influenced by advertising.

**Media Literacy**

* Review by Pine & Nash (2002) found that children below the age of 7-9 years of age lack an understanding of persuasive intent, meaning that they do not know when they are being manipulated.
* New educational opportunities have been developed to help children create a critical awareness of mass media and advertising, and being able to evaluate media sources.
* The impact of this is that it helps children make more informed decisions about what they’ve watched.

**Stricter guidelines and policies**

* Research by Story (2002) found that eating behaviours and food choices in youth are affected by advertisements.
* If this is the case then it might be effective to put curfews (the watershed) in place, where certain adverts are only played after a certain time e.g. 9pm when most young children will be in bed.

Issues and Debates for B Style questions

|  |
| --- |
| **Nature/nurture** |
| **Nature*** Behaviour caused by innate characteristics
* Determinist - all behaviour is inherited

**Strengths*** Objective methods used
* Can show cause & effect

**Weaknesses*** no control over own behaviour
* Reductionist
 | **Nurture*** Behaviour is **determined by the environment**

**Strengths*** Allows for intervention programmes.
* Wide range of research methods used

**Weaknesses*** Reductionist
* Harder to establish cause and effect
 |
| **Freewill/Determinism** |
| **Determinism assumes that:*** behaviour controlled by forces outside your control
* Behaviour is predictable.
* Behaviour is controllable.

**Strengths** * Emphasis on cause and effect
* Encourages interventions / therapies

**Weaknesses** * Ignores free will over behaviour
* Behaviour is too complex and variable
* Doesn’t blame people for their behaviour
 | **Free will assumes that a person:*** has control over their behaviour
* is responsible for their own actions.
* behaviour is not predictable.

**Strengths** * Individual responsibility.
* Emphasis on the individual.
* Suggests behaviour is free

**Weaknesses** * Unscientific - behaviour can’t be predicted or objectively measured
* No clear definition of the term ‘free will’
 |
| **Reductionism/Holism** |
| **Reductionism*** All psychological can be reduced to simple parts.
* Claims behaviour is predictable as it is determined by one factor.

**Strengths*** Allows detailed look at components that affect behaviour.
* Explains certain types of behaviours
* Scientific and open to testing.

**Weaknesses*** Over simplifies complex behaviours.
* Does not take into consideration other factors affecting behaviour.
 | **Holism*** Looks at the whole picture/ individual
* Useful when studying individuals

**Strengths*** Looks at everything that may impact on behaviour.
* Considers more than one cause.

**Weaknesses*** Non- scientific.
* Does not explain mental illness adequately.
* Over complicates behaviours which may have a simple explanation
 |
| **Individual/Situational Explanation** |
| **Situational =** Environment causes behaviour (e.g.; upbringing, poverty)**Strengths** * Suggests that behaviour is predictable so cause and effect can be found.
* Behaviour can be changed by improving one’s environment.

**Weaknesses** * Reductionist
* Tends to rely on observations
 | **Individual =** Behaviour caused by a feature of the person (e.g. personality, genes)**Strengths*** Free will - gives people the responsibility to change themselves.
* Holism: Takes into account individual differences

**Weaknesses*** Difficulties generalising
* Reductionist
 |
| **Usefulness of Research =** research is useful if it (D.R.U.G.V.)* **develops** therapies, interventions, preventative action or treatments
* provokes further **research** in the field
* progresses **understanding** beyond previous findings
* is **generalisable** to a wide population
* is **valid** so that results are accurate
 |
| **Ethical Considerations**Consent**,** Debrief, Confidentiality, Deception, Right to withdraw, Protection from Harm |
| **Conducting Socially Sensitive Research =** Socially sensitive research can S.C.A.R.Subject to social norms Controversial Able to shape the law / policy Risking stereotyping and prejudice |
| **Psychology as a science**Falsifiable, Objective, Replicable, Quantitative data, Experiment |
| **Methodological Issues*** Research method (correlations, observations, self-reports, experiments).
* Research length (snapshot, longitudinal).
* Experimental design (repeated, independent, matched pairs).
* Collection of data (quantitative / qualitative / what measures were used).
* Sampling method (random, opportunity, self-selecting, snowball).
* Sample size and features (nomothetic, idiographic, androcentric, ethnocentric).
* Reliability (consistency, use of controls and standardised procedures, replicability).
* Validity (internal – face / construct / content / concurrent; external – population / ecological / criterion / temporal).
 |
| **Ethnocentrism*** **Severe ethnocentrism**: belief that one’s own group (ethnic, social, cultural) is the most important
* **Softer ethnocentrism**: people from 1 certain culture find it difficult to think outside their own cultural experience
* **Sampling** may lack generalisability
* **Research design / conclusions** may makes sense to their own cultural group, but may have little meaning to other cultural groups.

**Studying ethnocentrism h**elps to understand and prevent discrimination |

Question Tracking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section  | Specimen | Practice 1 | Practice 2 | A Level 2017 | A Level 2018 |
| Mental Health Key Study | Rosenhan | Gottesman | Szasz | Rosenhan | Szasz and Rosenhan |
| Section A Issues of Mental Health 10 mark | Discuss the **nature/nurture** debate in relation to the biological explanation of mental illness | To what extent are explanations of mental illness **reductionist** | **Compare** the biochemical explanation of mental illness with brain abnormality as an explanation of mental illness | To what extent are alternatives to the medical model of explaining mental illness **scientific** | To what extent are explanations of mental illness **determinist?** |
| Crime Key Study | Hall and Player | Wilson and Kelling | Dixon | Raine | Dixon |
| Crime | Assess the **usefulness** of research into the collection and processing of forensic evidence | Assess the **ethnocentrism** of crime prevention | Discuss the **validity of research** into psychology and the courtroom | Discuss **methodological issues** involved when researching what makes a criminal | Discuss **ethical considerations** of research into psychology and the courtroom. |
| Child Key Study | Barkley-Levenson | Gibson and Walk | Johnson and Young | Wood | Van Leeuwen |
| Child  | Assess **ethical** problems with using brain structure as an explanation of risk taking behaviour | Evaluate **ethical** considerations when researching perceptual development. | Assess the **usefulness** of research into the impact of advertising on children | Discuss the **nature nurture** debate in relation to research into cognitive development and education | Discuss **methodological** issues involved when researching intelligence. |