

PAPER 1: Introductory Topics in Psychology
Social Influence
Memory
Attachment
Psychopathology
2 hours
96 marks

1. SOCIAL INFLUENCE:

Conformity

Conformity is a type of social influence defined as a change in belief or behaviour in response to real or imagined social pressure. It is also known as majority influence.

Types of Conformity

- Internalisation: DEEPEST
 - Genuinely accepting group norms
 - Publicly and privately agreeing
 - Permanent
- Identification
 - Valuing the group
 - Publicly and privately agreeing
 - We identify with the group as we want to be a part of it
 - E.G. Zimbardo
- Compliance
 - Superficial agreement with group norms
 - Publicly agreeing, privately disagreeing
 - Conformity stops as soon as group pressure stops
 - E.G. Asch

Explanations for Conformity

- Informational social influence (ISI): Internalisation, Posh restaurant
 - Agreeing with the majority because we believe they know better
 - Happens in ambiguous situations
 - One person is more of an expert
- Normative social influence (NSI): Compliance
 - Agreeing with the majority because we want to be liked
 - Happens in situations with strangers
 - We desire social approval of friends

Evaluation of Explanations for Conformity

Point	Evidence	Explanation	Link
FOR Support for NSI	Asch's study: Line perception	<ul style="list-style-type: none"> • The task was ambiguous, yet a third still stated the wrong answer • The control group who did the task alone had an error rate of 1% • When asked they said they were afraid of disapproval 	Increased validity of NSI
AGAINST NSI doesn't affect everyone in the same way	<ul style="list-style-type: none"> • McGhee and Teevan • nAffiliators have a strong desire for social approval • Students are more likely to be an affiliators 	<ul style="list-style-type: none"> • Over simplistic to assume that people always conform out of NSI • Underlies conformity for some more than others 	NSI is not a comprehensive explanation - Individual differences
FOR Research support for ISI	Lucas et al: asked students to give answers to math problems	<ul style="list-style-type: none"> • Higher conformity to incorrect answers when questions were hard • Most true for student who rate themselves with low math capabilities 	Increased validity of ISI Others must now better
NSI and ISI can co-occur: Deutsch & Gerrad's Two Process Model	<ul style="list-style-type: none"> • Engineering student • Had lower conformity rates than Asch, 1/396 	<ul style="list-style-type: none"> • Original participants must have in part conformed ISI- • Confirmed in post-experiment interviews <ul style="list-style-type: none"> ○ Genuinely believed they were wrong 	It is actually a combination of both

Point	Evidence	Explanation	Link
Research support for normative influence	<ul style="list-style-type: none"> Nolan et al – put posters for reducing energy uses Control group – posters had no reference to other people's behaviour Energy usage decreased for the group with references to other people's behaviour 	Shows that conformity can lead to social change in a real-life context	Increases the validity of this as an explanation for social change
Not all processes have led to social change	<ul style="list-style-type: none"> DeJong et al – effectiveness of social norms campaigns to drive down alcohol use among students Surveys conducted before and after campaign 	Effects are fragile – doesn't always work	Role in social influence may be limited
Potential for minorities to influence social change is limited because they are seen as 'deviant' in the eyes of the majority	<ul style="list-style-type: none"> Members of the majority may avoid associating with the minority Do not want to be seen as deviant themselves 	<ul style="list-style-type: none"> Message of the minority would have little impact Focus would be on the source rather than the content 	Need to take this into account when looking at social change
Research support for consistency having an effect on social change	<ul style="list-style-type: none"> Moscovici et al – when confederates kept saying the blue slides were green, 8% conformed 	<ul style="list-style-type: none"> Moscovici concluded that consistency is vital for minority influence to occur. If the minority consistently give the same answer they are more likely to influence a majority 	Increases the validity of minority influence as an explanation for social change as a whole
Moscovici's study suffers from flawed methodology	Lab experiment – artificial test stimuli (colour of slides)	<ul style="list-style-type: none"> Lacks mundane realism Does not represent real life 	Lacks ecological validity
Minority influence and majority influence involve different cognitive processes	<ul style="list-style-type: none"> Minority influence – people think more deeply than majority influence Some psychologists disagree – majority influence creates deeper cognitive processing 	<ul style="list-style-type: none"> Like to believe that other people share our views When a majority believes something different – forced to think long and hard about their reasoning 	A central element is incorrect

Caregiver-Infant Interactions

Attachment – a two-way emotional bond that endures over time

- Traditional perceptions of children
 - Passive role
 - Receiving care from an adult
- However, it has been shown that infants do interact with their caregivers in a meaningful way, forming an attachment

Reciprocity

- Coordinate with caregivers in a kind of conversation
- Move in rhythm when interacting – taking turns
- Brazelton (1979)
 - Rhythm important for later communications
 - Regularity allows a caregiver to anticipate their behaviour and respond appropriately

Interactional Synchrony

- Imitation of facial and body movements
- Meltzoff and Moore (1977)
 - Babies 12-27 days imitate specific stimuli - facial and manual gestures, they imitated
 - In 1983 demonstrated with 3-day olds

Point	Evidence	Explanation	Link
There are problems with testing infant behaviour	<ul style="list-style-type: none"> • Infant's mouths are constantly moving • The behaviours tested occur often (smiling, sticking tongue out, etc) 	Makes it difficult to distinguish whether the behaviours are being imitated	The data has low internal validity
However, these problems were overcome by Meltzoff and Moore	<ul style="list-style-type: none"> • They filmed the infants • Asked an observer who didn't know which behaviour was being imitated to judge the infants' behaviour from the video 	<ul style="list-style-type: none"> • The findings still supported the original study • This meant that the infants were imitating behaviour 	Increases the internal validity of the data
The study was based on observations	<ul style="list-style-type: none"> • Behaviour is filmed • Fine details can be picked up/analysed 	<ul style="list-style-type: none"> • Babies are unaware of being filmed • Their behaviour will not change regardless 	Further increases the internal validity
Observational research has problems	Fieldman – synchrony describes behaviours that occur at the same time	<ul style="list-style-type: none"> • Can be observed reliably • Is not useful because it does not tell us its purpose 	Reciprocity and interactional synchrony are just robust phenomena
There are variations of interactional synchrony between infants	Isabella et al – more strongly attached infant-caregiver pairs showed greater interactional synchrony	Suggests a relationship between closeness of synchrony and strength of attachment	Interactional synchrony is prone to individual differences

Romanian Orphan Studies

Rutter's ERA study

- Procedure:
 - Followed a group of 165 Romanian children
 - Spent their lives in institutions
 - 111 were adopted before two years
 - 54 were adopted by the age of four
 - Tested at regular intervals to assess their physical, cognitive and social development
 - Carers also asked about social behaviour
 - Compared to a control group of 52 children adopted in the UK before 6 months
- Findings:
 - At adoption: classified as mentally retarded, weighed less, smaller
 - At age 11: adopted after 6 months – permanently underdeveloped
 - Disinhibited attachments – attention-seeking, clingy

The Bucharest Early Intervention Project

- Procedure:
 - Attachment in 95 children ages 12-31 months
 - Spent most of their lives in institutionalised care
 - Attachment type measured using the Strange Situation
 - Compared to a control group of 50 children – never been in institutionalised care
- Findings:
 - 74% of control group – securely attached
 - 65% – disorganised attachment
 - 44% – disinhibited attachment

Effects of Institutionalisation

- Disinhibited attachment
 - Equally friendly and open to everyone – even strangers
 - Adaptation to living with multiple caregivers
- Mental retardation
 - Intellectual development damaged
 - Can be caught up if adopted before 6 months

PAPER 2: Psychology in Context
Approaches
Biopsychology
Research Methods
1h30
96 marks

1. APPROACHES

Origins of Psychology

- Wilhelm Wundt
 - Opened the first experimental psychology lab
 - Became the first person to be known as a psychologist
 - Believed in reductionism
 - Studied the structure of the mind
- Introspection
 - Process by which a person gains knowledge about their own mental and emotional states
 - Allows us to observe our inner world
 - Can be done with sufficient training
 - Memory, perception and thoughts

The Learning Approach: Behaviourism

Behaviourist Approach

- Behaviour is observed and measured
- Basic processes for learning are the same in all species
 - Animals could replace humans as experimental subjects
- Classical conditioning and operant conditioning

Classical conditioning

- Stimulus response learning
- Association between two stimuli
- Pavlov:
 - Noticed that animals not only salivated with food, but with things associated with food (his assistant who fed his dogs)
 - Unconditioned stimulus (food) – natural stimulus
 - Unconditioned response (salivating) – triggered by stimulus
 - Natural stimulus (bell) – something that initially gives no response
 - Conditioned stimulus (bell) – something learned to trigger a response
 - Conditioned response (salivating) – triggered by stimulus

Operant conditioning

- Behaviour is maintained by consequences
- Reinforcement and punishment
- Skinner:
 - Taught animals, such as rats or pigeons
 - Reinforced rats using food pellets
 - Food only released if rats pulled the lever when the red light was on and not when the green light was on
 - Quickly learnt to press the lever when the red light was on

Categories/Types of Punishment

- Positive reinforcement
 - Receiving a reward when a certain behaviour is performed
 - Increases likelihood of behaviour
- Negative reinforcement
 - When an animal or human avoids doing something unpleasant
 - Increases likelihood of behaviour
- Punishment
 - An unpleasant consequence of behaviour
 - Decreases likelihood of behaviour

The Endocrine System

- Endocrine glands
 - Produce and secrete hormones
 - Major glands – pituitary, adrenal and reproductive organs
- Hormones
 - Chemicals that circulate in bloodstream and are carried to target sites throughout body
 - Target cells respond to particular hormones – have receptor cells for that hormone

Pituitary gland

- Produces hormones that influence the release of other hormones
- Controlled by the hypothalamus – regulates basic functions of body
- Produces hormones that travel in bloodstream to specific targets
- Anterior (front) pituitary
 - Releases ACTH – stimulates adrenal gland to produce cortisol
 - Produces LH and FSH – stimulates ovaries in females, testes in men
- Posterior (back) pituitary
 - Releases oxytocin – stimulates contraction of uterus during childbirth

Adrenal glands

- Top of kidneys
- Adrenal cortex (outer part) – releases cortisol
 - Regulates important bodily functions
 - Increased in response to stress
- Adrenal medulla (inner part) – releases adrenaline and noradrenaline
 - Used for the fight or flight response

Ovaries

- Responsible for oestrogen and progesterone
- Progesterone:
 - Associated with heightened sensitivity to social cues – indicate presence of a social opportunity/threat
 - Significant during pregnancy

Testes

- Produces testosterone – development of male characteristics during puberty
- Production controlled by hypothalamus and pituitary gland
- Hypothalamus instructs pituitary gland on how much testosterone to produce – pituitary gland passes on message to testes
- Plays role in:
 - Sex drive
 - Sperm production
 - Maintenance of muscle strength
- Women also have testosterone – smaller amounts

3. RESEARCH METHODS

Research Methods

Research Methods	Description	Strength	Weakness
Experimental methods	<p>A research method which enables a researcher to manipulate the situation a person is in and see what effect it has on a person in order to test a theory to see if it's correct. There are 3 types:</p> <p>Laboratory</p> <p>Field</p> <p>quasi</p>	<ul style="list-style-type: none"> ■ Offer a high level of control over extraneous variables which makes it easier to reliably establish a cause and effect ■ If cause and effect is established it is possible to predict and control behaviour making them highly scientific. ■ They're objective because they are not easily influenced by the experimenter once set up therefore results are not bias. 	<ul style="list-style-type: none"> ■ Most are laboratory based meaning the environment is artificial, therefore findings lack ecological validity. ■ They are highly controlled and measure variables in precise ways which gives results that lack construct validity as they are assed more narrowly than they would be in real life. ■ Participants are aware they are taking part in experiments therefore they may respond to the demand characteristics differently than normal.
Methods of self report	<p>This is when the participant explains their views/ideas themselves, without the manipulation of variables. There are 3 key methods: questionnaires, structured interviews and unstructured interviews.</p>	<ul style="list-style-type: none"> ● Unlike observations, it is possible to access people's thoughts and feelings through asking questions ● Questions allow researchers to find out what people would do in certain situations without having to set them up. 	<ul style="list-style-type: none"> ● Methods of questioning need participants to possess a number of qualities to be reliable. They can be ineffective if participants are dishonest, in articulate, lack confidence, lack insight or have poor memory ● It is possible that participants' responses are influenced by researchers when using interviews or questionnaires. They may feel pressured to give socially desirable responses.
Observational studies	<p>These involve watching and recording people's behaviour. This can be done in a number of ways including video recording and using a check list of criteria</p>	<ul style="list-style-type: none"> ■ Findings from observations are more reliable as the researchers can see for themselves how participants behave rather than relying on self-reports. ■ Most observations take place in a natural setting so have high ecological validity 	<ul style="list-style-type: none"> ■ It is difficult to make judgements about thoughts and feelings when using this method as these features are not clearly observable. ■ Observer bias can be a problem as the researcher may only perceive things from a certain perspective. ■ If participants are aware they are being observed then they may act differently giving invalid results: this is known as observer effect.
Correlation studies	<p>These describe a process rather than an actual method. Correlation studies use methods such as self-report or an observation to collect data but it is how</p>	<ul style="list-style-type: none"> ◆ Correlations can establish the strength and direction of the relationship between variables. ◆ They allow researchers to statistically analyse naturally occurring 	<ul style="list-style-type: none"> ◆ They cannot reliably establish cause and effect. ◆ Variables have to be quantified which means the measures may lack construct validity.

PAPER 3: Issues and Options in Psychology
Issues and Debates
Schizophrenia
Gender
Forensic Psychology
1h30
96 marks

Psychology Exam Technique

- Three Papers:
 - Paper 1:
 - Paper 2:
 - Paper 3:

- Command Words:
 - Explain: Provide evidence or examples- AO1 – 2-6 marks
 - Evaluate: AO3
 - Suggest: AO1, AO2, AO3
 - Discuss: AO1, AO3

- Mark Allocation:
 - 16 Marker Discuss with an AO2 STEM
 - AO1: 6 (As normal)
 - AO2: 4 – ONLY MENTION IN AO1
 - AO3: 6 (4 PEELs)
 - 8 Marker Discuss
 - AO1: 3
 - AO3: 5 (4 PEELs)
 - 8 Marker Discuss with an AO2 STEM
 - AO1: 3 (As normal)
 - AO2: 2 – ONLY MENTION IN AO1
 - AO3: 3 (2 PEELs)

- CC Structure Example:
 - C1: Physical attractiveness argues...
 - C2: This is evident in the stem..'quote'

• Essay Structure for Research:

Outline- APPRC	Evaluate- GRAVE
A- Aim of Study	G- Generalizability- whether the study's sample is truly representative of the target population
P- Participants Used	R- Reliability- whether the procedures are consistent enough to be replicated and get the same results again
P- Procedure of Study	A- Applications- whether the study is useful in the real world
R- Results	V- Validity- whether to the study really tells you about what it is supposed to tell you about
C- Conclusions	E- Ethics- whether the study ensures the wellbeing of its participants and the wider community

- Ethical Guidelines: Can Do Cant Do With Participants
 - Consent - Informed
 - Debrief
 - Confidentially
 - Deception
 - Withdrawal
 - Protection of Participants

- Keywords:
 - Reliable/Precise: All values close together
 - Accurate/Valid: Close to true value- a test is valid if it measures what it claims to measure
 - Internal- whether the effects observed in study are due to the manipulation of IV and not some other factor.
 - External- External validity refers to the extent to which the results of a study can be generalized to
 - Other settings (ecological validity)

Idiographic and Nomothetic

Idiographic Approach: any approach that concerned with **individual** than in development of general laws.

- Central Aim: Describe richness of human **experiences** and gain insight into individual thinking
- People are studied as unique entities with their own subjective experiences, motivation & **values**
- Generally associated with methods in psychology that produce **qualitative** data such as case studies, unstructured interviews and other self reports
- Central Aim: Describe **richness** of human experiences and gain insight into individual thinking
- E.G Humanistic Approach: more concerned with investigating unique experiences rather than producing general laws. Maslow & Rogers only interested in conscious experience of the individual.

Nomothetic Approach: any approach that deals with the establishment of general **patterns** of behaviour

- Central Aim: produce **general laws of human behaviour**, which act as benchmarks for comparison and classification and on the basis of which likely human behaviour is predicted
- Generally associated with **scientific** methods in psychology that produce **quantitative** data such as experiments with large numbers of people to establish **similarities** in behaviour which can be **statistically analysed**
- E.G Biological Approach: portray the basic principles of how the body and brain work. Psychologists conducted brain scans on countless human brains in order to make generalisations about localisation of function.

Point	Evidence	Explanation	Link
+ IDIO: One strength is the idiographic approach provides rich and complete data on the individual.	A single case may generate hypotheses for further study Such findings from unique cases may reveal important insights about normal functioning which may contribute to our overall understanding of behaviour.	E.G E.g. Clive Wearing case study - Insight into brain damaged individuals/ amnesia. Supports separate unitary stores in MSM.	This may complement nomothetic approach by shedding further light on general laws.
- IDIO: One limitation of the idiographic approach may be its lack of scientific rigour	One criticism of Freud is that many of his key concepts (e.g. the Oedipus complex) were largely developed from the detailed study of a single case (e.g. Little Hans).	Meaningful generalisations cannot be made without further examples, which means that conclusions tend to rely on the subjective interpretation of the researcher and are therefore open to bias.	The approach is subjective and a restrictive nature of their work.
+ NOMO: One strength of the nomothetic approach is the scientific value of the research.	E.G Brain scans	The processes involved in nomothetic research tend to be more scientific. These processes include standardised procedures, assessing reliability and validity, and using statistical analyses to demonstrate significance.	Support psych as a science
- NOMO: One limitation of the nomothetic approach is the loss of the whole person.	E.G In lab tests of memory participants are treated as a set of scores rather than as individual people.	The preoccupation within the nomothetic approach on general laws, prediction and control has been accused of 'losing the whole person' within psychology.	This means, in its search for laws, we overlook the importance of human experience.
- Idiographic- involves collecting large amounts of data about one person which can take a lot of time which is time consuming - Nomothetic- are able to produce general predictions of people meaning things can be personalised to the person by using the generic law (e.g. conditioning).			

The Interactionist Approach To Schizophrenia

The Interactionist Approach: acknowledges that there are biological (E.g genetic vulnerability & neurochemicals), psychological (E.g stress from life events) and societal factors in the development of SZ.

Diathesis-Stress Model: Schizophrenia is explained by an underlying vulnerability (diathesis) and a trigger (stress/negative psychological experience); both are needed for the onset of SZ.

- Meehl's Model: Diathesis (vulnerability) was entirely genetic- results of a single (schizogene)
 - Meehl stated that if a person does not have the schizogene then no amount of stress would lead to SZ
 - BUT Carriers of the gene could develop SZ through chronic stress in childhood – SZG mum
- Modern Understanding of Diathesis: How our understanding of diathesis has changed
 - Many genes appear to increase genetic vulnerability slightly; no single Schizogene- Ripke
 - Diathesis could be factors beyond genetic such as psychological trauma – becomes diathesis instead of stressor
 - Neurodevelopment model proposed – early trauma (child abuse) alters brain development
 - E.gHypothalamic-pituitary-adrenal (HPA) becomes over active = vulnerable to stress
- Modern Understanding of Stress: Originally stress was always seen as psychological
 - Modern definition of stress in relation to the model is anything that risks triggering SZ
 - E.g Recent research: Cannabis use has been suggested to + risk of SZ by 7 times

Treatment according to the Interactionist Model: Involves combo of both biological and psychological

- Particularly combing antipsychotics and CBT
- Its possible to believe in biological cause and practise CBT to relieve psychological symptoms - UK

Point	Evidence	Explanation	Link
Evidence for role of vulnerability and triggers.	Tienari: Children adopted from 19,000 Finnish mothers with SZ (genetic vulnerability) in 1960-1980s were followed up. Their adoptive parents were assessed for child-rearing style and rates of SZ were compared to those in a control group of adoptees without genetic risk.	A child-rearing style characterised by high levels of criticism and conflict resulted in the development of SZ BUT only in adoptees with the high genetic risk, not the control group.	This suggests both family related stress and genetics are important.
The original Diathesis-Stress Model is over-simple and reductionist.	Study by Houston found childhood sexual trauma emerged as a vulnerability factor while cannabis use was a trigger	This shows that the old idea of diathesis as biological and stress as psychological is over simplified.	This is only a problem for the old idea of DS but not for newer models.
The single 'schizogene' theory is oversimplified	The classic model of a single schizogene and schizophrenic parenting style as the major cause of stress if now known to be over-simplified. SZ is polygenic: multiple genes increase vulnerability to SZ.		
Support for effectiveness of combinations of treatments: biological and psychological	Tarrier et al: 315 patients were randomly allocated to a medication + CBT group, medication + Supportive counselling or a control group (medication only)	Patients in the combination groups showed lower symptom levels than those in the control group.	BUT there was no difference in rates of hospital readmission = Not effective long term.
Uncertainty: There is strong evidence to suggest that some sort of underlying vulnerability coupled with stress = SZ	We also have well-informed suggestions for how vulnerabilities and stress might lead to symptoms.	However, we do not yet fully understand the mechanism by which symptoms of SZ appear and how both vulnerability and stress produce them	
Error of Logic: The treatment causation fallacy	Turkington et al argue that there is good logical fit between the Interactionist approach and using combination treatments.	HOWEVER the fact that combined biological and psychological treatments are more effective together does not mean the Interactionist approach to SZ is correct.	