

Psychology condensed content – paper 1:

Social:

In advanced info (detailed):

1.1.4 Explanations and research into prejudice, including social identity theory (Tajfel and Turner, 1979, 1986) and realistic conflict theory (Sherif, 1966).

SIT:

AO1:

- Believes that the mere existence of two groups is enough for prejudice to occur.
- Ingroup – the group which we see ourselves as part of.
- Outgroup – anyone whom we consider to not be part of our ingroup.
- Social categorisation – when we automatically separate individuals into our ingroup and outgroup.
- Social identification – when we adopt the beliefs, values and attitudes of our ingroup. We may alter our behaviour to 'fit in' with the norms of the group.
- Social comparison – we boost our self-esteem by comparing ourselves to the outgroup. We perceive our ingroup in a positive light and as superior to the outgroup - the quest for positive distinctiveness.

AO3:

- Supported by Tajfel's minimal group experiment – found that boys awarded more points to ingroup members (those who chose the same painting) than outgroup members – social categorisation.
- However, Tajfel's study lacks mundane realism – we are unlikely to use a points system to express our prejudice in real life.
- Tajfel's study is also ethnocentric – a replication of the study in New Zealand with indigenous Polynesian children yielded different results.
- Application – prejudice can be reduced if our self esteem is increased. Fein and Spencer – an intelligence test with feedback was taken and Ps who received positive feedback rated Jewish candidates in a job interview more favourably than those who received negative feedback.

RCT:

AO1:

- Suggests that prejudice arises due to competition.
- Negative interdependence – when two groups are seeking to achieve the same goal that only one can obtain, they will act to obstruct the achievement of the other. One group's win is contingent on the other's loss, so intergroup relations begin to deteriorate. It will also lead to ingroup solidarity.
- There is greater prejudice when there is a limited resource e.g. food, trophies, territory, political power.
- Superordinate goals can reduce prejudice – goals that can only be achieved through intergroup cooperation.

AO1:

- Aim: To find out whether LTM encodes acoustically or semantically
- Procedure: Ps were split into 4 groups (acoustically similar/dissimilar, semantically similar/dissimilar). They viewed a slideshow of 10 words, each appearing for 3s. Ps carried out an interference test, then had to recall the words in the correct order
- Concluded that LTM encodes semantically (harder to distinguish these words).

AO3:

- Not generalisable – mostly students, only 15-20 in each condition, volunteer sample
- Standardised procedure/easy to replicate
- Low ecological validity. Low task validity but the 'forgetting' delay makes it more true to real life.
- Application to revision – semantic learning is most effective
- High internal validity – words shown, just asked to recall order – performance not affected if P has a particular association with one or more words.

Biological:

Not in advanced info:

3.1.1 The central nervous system (CNS) and neurotransmitters in human behaviour, including the structure and role of the neuron, the function of neurotransmitters and synaptic transmission.

CNS:

- Thalamus – receives information from our senses, regulates sleep etc.
- Hypothalamus – controls our main means of survival, homeostatis (regulation of body temperature) and releases hormones.
- Limbic system – amygdala (emotions), hippocampus (memory), thalamus (sensory), basal ganglia (motor functioning).
- Cerebellum – co-ordinates motion and controls spatial awareness.
- Corpus callosum – ensures both sides of the brain can communicate with one another.
- Lateralisation – both sides of the brain have different functions and specialisms.
- Localisation – different areas of the brain are responsible for different behaviours and processes.
- Broca's area – controls speech production, Wernicke's area – controls language comprehension.

Neurons:

- Neurons – transmit information through electrical and chemical impulses.
- Dendrite – receive and process messages from other neurons
- Nucleus – contains genetic material and regulates cell activity.
- Soma – contains the nucleus and cytoplasm.
- Axon – transmit electrical impulses to axon terminals.
- Myelin sheath – insulate the axons and conduct electrical impulses, speeding up transmission.

- Albert developed a fear response to the white rat, as well as other white fluffy things (stimulus generalisation).
- 2 months later, he was taken to a lecture room – his fear response had lessened after a lapse of time and in a different environment, but was still there.

AO3:

- Low generalisability – one baby boy, emotionally stable.
- High reliability – standardised e.g. shown rat 5 times in session 2.
- Application to the acquisition of phobias – shows how CC can develop a fear response, which can lead to a better understanding of the effectiveness of certain therapies in treating phobias.
- Not all aspects were controlled – a rabbit was placed next to him and a dog forced towards him, which may have caused the fear response rather than the animal itself.
- Low ecological validity

4.3.2 Becker et al. (2002) Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls.

AO1:

- Aim: To investigate the impact of Western attitudes on the eating behaviours of teenage girls (1995 & 1998, before and after the introduction of Western television to Fiji).
- Sample – 63 & 65 ethnic Fijian girls, mean age 17, still in school.
- Ps were interviewed separately in their homes with a translator present.
- The 1998 sample were asked questions like 'have you ever dieted in order to change your weight' and 'do you ever think you should eat less?'.
- More interviews were given to girls who scored over the threshold of 20 for dysfunctional eating based on the EAT-26 questionnaire.
- Scores for dysfunctional eating increased from 12.75% to 29.2%. 69% said they dieted in 1998, which was alien to Fijian culture.

AO3:

- Fairly large sample – generalisable. However, only recorded eating behaviours in teenage girls and they have abnormal dieting norms.
- Good reliability – standardised EAT-26 questionnaire (Rivas et al. found each item had a correlation of +0.9, with +1 being a perfect score).
- However, Nunes et al. found little correlation between test scores and eating disorders in Brazilian women. Likely because EAT-26 is designed with a Western perspective in mind.
- Application to treating eating disorders – showed that modelling in the mass media has a negative impact on body image and eating behaviour, so advertising should understand the value of plus size models.
- Good validity – in their homes and with a translator present.
- However, the EAT-26 is a self-report questionnaire – bias – social desirability.

Research methods:

1.2.1 Designing and conducting questionnaires and interviews, considering researcher effects.

to behave in a particular way e.g. aggression in males, eating disorders/mental health in females and not males.

- Beta bias – does not acknowledge the difference e.g. Milgram, Sherif.

9.3.7 The role of both nature and nurture in psychology.

X

9.3.8 An understanding of how psychological understanding has developed over time.

X

9.3.9 The use of psychology in social control.

- Social control – the regulation of individual or group behaviour as a method of enforcing conformity and compliance to established norms or expectations.
- It may benefit society by modifying behaviour and encouraging individuals to become productive members of society. However, psychological knowledge can be used by some authorities or others to manipulate our behaviour negatively.

9.3.10 The use of psychological knowledge in society.

X

9.3.11 Issues related to socially sensitive research.

X – come back to this

Examples of issues and debates in cognitive psychology:

• Ethics (e.g. Henry Molaison (HM) and confidentiality).

- Case studies – issues with right to withdraw once data has been published. Informed consent – often they do not have the mental capacity to do so/to understand the full implications of the research e.g. KF. Confidentiality is difficult when so much information about a person's life is unveiled e.g. HM. Protection from harm – invasive, may cause emotional distress, changes public perception about them.
- However, HM was described as an 'epiphany in the science of memory' – research substantial to the field of cognitive psychology.
- Loftus and Palmer – some distress caused as they were asked to watch a crime. It was a video to protect from harm, however this impacted the validity of the results. Studies on EWT can be traumatising, but have led to revisions of the justice system and criminal trials.

• Practical issues in the design and implementation of research (e.g. how to measure memory and the validity of experimental design).

- Memory – lab experiments – Baddeley, Loftus & Palmer – highly controlled but lacks ecological validity. Low task validity.
- S&H-G – highly controlled, but field experiment. Low task validity.
- Case studies – low reliability/replicability and generalisability – unique circumstances. However, triangulation increases validity as it gives a holistic view of the individual.
- Models of memory cannot be fully tested e.g. central executive, episodic buffer. However, some parts can and have been e.g. dual task performance.