Saffron Walden County High Psychology Summer Homework

This pack contains reading about the different approaches in psychology and some of the key studies that you will learn about during the course. There is a timeline to create and some questions to answer on the key studies.

DUE: BE READY TO HAND THIS TO YOUR TEACHER DURING YOUR FIRST PSYCHOLOGY LESSON IN SEPTEMBER.

It is easier to print and highlight this workbook, but you do not have to print if you don't have access to one.

Look for the blue boxes to see which tasks you need to hand in -there 5 main tasks to complete.

PLEASE MAKE SURE YOU WRITE CLEAR HEADINGS ON THE WORK YOU HAND IN!

Good luck and we look forward to seeing you in September!

Task 1: APPROACHES IN PSYCHOLOGY

Psychology is constantly evolving and different approaches have emerged over time. These approaches have different ways of explaining and studying human behaviour.

Student tasks:

1. ***Undertake some research of your own***. Use this link to get a better understanding of the different approaches. https://www.verywellmind.com/perspectives-in-modern-psychology-2795595
2. ***Wider reading.*** As part of the psychology course, we require students to complete extensive wider reading to better understand concepts and theories. Read this article to understand where your Psychology A Level could take you https://www.verywellmind.com/major-branches-of-psychology-4139786
3. **HAND IN TASK 1:** ***Construct a timeline on plain paper (you can use A3/ poster paper if you have any!)*** to show how psychology has evolved. Use scanned textbook pages on the next page (and the weblink from task 1) to help you. There is a timeline template below to help you get started.

Tick when completed ☐

For each approach you need information about:

- A one sentence summary of what the approach is.
- The key researcher— birth and death dates, photo and how they have contributed to psychology. Use this link to help with researchers: 7 Major Psychological Perspectives
- A summary of the research using the key terms given.
- The research method that the approach uses

Have a look at the examples that are pinned to our Instagram for inspiration! @swchsumsci

Approaches in Psychology Timeline

Psychology originated from philosophy but over time has become more scientific.
Psychodynamic approach (1900s) *Researcher:* Sigmund Freud *Key terms:* Tripartite personality (Id/ Ego/ Superego)
Behaviourist approach (1913-) *Researcher:* John Watson *Key study:* Little Albert
Humanistic approach (1950s) *Researcher:* Abraham Maslow *Key term:* Hierarchy of needs
Cognitive approach (1960s) *Researcher:* No key researcher *Key term:* Role of the schema
Social learning theory (1970s) *Researcher:* Albert Bandura *Key study:* Bobo doll study
Biological approach (1980s) *Researcher:* No key researcher *Key term:* Brain scans Push yourself: more recently cognitive neuroscience has emerged which combines the biological and cognitive approach.

THIS TASK SHOULD TAKE YOU 1 HOUR (MAX) TO COMPLETE

Behaviourist approach

The central concept of this approach is the influence of experience on our behaviour, and how we *learn* behaviours. Basically, according to the behaviourist approach, we are born as 'blank slates' and what we become is shaped by experience (sometimes termed 'the environment').

We either learn through association (classical **conditioning)** or **reinforcement** (operant **conditioning).**

- If you have cats you will know that they come running as soon as they hear a cupboard door being opened. They have learned to *associate* that noise with food. This is an example of classical conditioning.
- You probably also know the usefulness of treats with animals – a small reward *reinforces* a behaviour and makes it more likely to happen in the future. This is an example of operant conditioning.

Whatever characteristics we might be born with, these take second place to the crucial roles of our experience and the environment.

Because this approach is most closely associated with scientific psychology, it's no surprise that **behaviourists** are cheerleaders for the **laboratory** research in psychology because it involves precise and objective measurement of behaviour in controlled conditions. The approach also uses research with animals, because it sees no significant qualitative differences between human and animal behaviour.

PS: There is also **social learning theory,** an extension of the behaviourist approach which emphasises direct learning. Social learning theory emphasises indirect learning (learning by observing others being rewarded or punished).

Cognitive approach

This approach focuses on thinking – our feelings, beliefs, attitudes and expectations and the effects they have on our behaviour.

The approach employs the 'computer metaphor' to explain how our minds work. Like computers, we process information.

The approach has been used to explain many things including mental health issues such as **depression.** According to the cognitive approach, depression occurs because people *think* negatively – they put the worst possible interpretation on events and play down the good things that happen to them. They think it will never get better. This leads to despair.

Like behaviourist psychologists, cognitive psychologists use laboratory research as a key research method. But a big difference is that, while behaviourists have no interest in what goes on inside the mind, cognitive psychologists are the opposite. The processes inside the mind are precisely what they are interested in and have an important link to the behaviours we observe.

Biological approach

The biological approach explains behaviour in terms of physical causes in our brains and bodies, and this includes inheritance via our **genes.**

The most likely biological source of causes of behaviour is the brain, which produces chemicals called **neurotransmitters** (such as **serotonin,** which plays an important role in regulating our moods).

The **endocrine system** is also significant because it produces **hormones** (for example **adrenaline)** that have a big impact on our behaviour.

The methods used by the biological approach to investigate behaviour are physical too. **Brain scans** can show us the structure and functioning of the brain. Researchers then try to relate these aspects of the brain to everyday behaviours as well as unusual behaviours. In the last 50 years the development of brain scanning techniques has led to a massive increase in understanding how the brain relates to behaviour.

Research on animals can be helpful too, because we can't deliberately make changes to the human brain to observe the effect on behaviour (no really, we can't, not for research purposes).

This approach to understanding behaviour is largely 'nature' – though many aspects of the brain and body and even your genes (surprisingly) can be changed by nurture.

Psychodynamic approach

This is the approach that originated with Sigmund Freud, possibly the most well-known psychologist ever. He believed that the causes of behaviour lie within the **unconscious** mind, the part of the mind that is normally inaccessible but is extremely active. The iceberg metaphor has been used to represent this 'invisible' unconscious mind that has powerful effects (think Titanic).

There is constant dynamic conflict between parts of the unconscious and the conscious mind. We can get a brief glimpse of this conflict when we dream, which is why Freud advocated the use of dream interpretation to help us understand what's in the unconscious and why it affects us.

The approach also emphasises the importance of childhood experiences, which have a major impact on our personality development and our behaviour as adults.

Humanistic approach

This approach is firmly based on the concept of the self. This concerns issues to do with our self-concept (how we see ourselves), and our **self-esteem** (how we feel about ourselves).

The humanistic approach also emphasises the importance of being able to make our own rational choices. All of the other approaches suggest that our behaviour is, to a large extent, **determined** by other forces which are not always under our control – genes, the environment, our thought patterns, or our unconscious mind. Humanistic psychologists believe the goal of psychology is not prediction or control but to understand the whole person.

Whatever works best

The distance from the biological approach to the humanistic perspective represents the huge range that is psychology.

Although researchers working in these two approaches may call themselves psychologists, they have very little in common in terms of their assumptions about behaviour, their preferred explanations, their philosophical viewpoints, the methods they use to investigate behaviour, or even the research questions they are interested in answering.

That's how broad a subject psychology is – and that's one reason why it's so exciting. These different approaches also reflect the undoubted truth that human behaviour is complex and is probably not going to be fully understood from just one approach.

Because of this, in recent years, there has been a growth of the eclectic approach. This is preferred by psychologists who aren't committed to any one particular approach. The eclectic approach uses the assumptions, explanations and methods from many different approaches. Their slogan could well be: 'Whatever works best'.

Social learning theory

Assumptions

Albert Bandura agreed with the **behaviourists** that behaviour is learned from experience. However, his **social learning theory (SLT)** proposed an additional way in which people learn – through **observation** and **imitation** of others (i.e. it is *social* – involving others). SLT suggested that learning occurs directly, through **classical** and **operant conditioning,** but also *indirectly* (see Bandura *et al.* in the Apply it below).

Task 2: READING TASKS ON KEY STUDIES

In Psychology, you will learn about different key studies. It is important for us to understand how these studies were conducted so that we evaluate them.

Three of these key studies are **Loftus & Palmer, Ainsworth and Milgram.** Read through the information about these studies and then answer the questions that follow.

Top tip – read through the questions first and then highlight as you go any key elements that link to the questions.

There are also links to documentaries to give you more information about the studies.

THIS TASK SHOULD TAKE YOU 35 MINS TO COMPLETE

RESEARCHER: Loftus & Palmer (1974) – Leading Questions

CLASSIC RESEARCH

Reconstruction of automobile destruction: an example of the interaction between language and memory – Elizabeth Loftus & John Palmer (1974)

Elizabeth Loftus would go on to forge a career based around research into EWT and the formation of false memories. In this early study she found that participants' memories of important details of an event witnessed on video could be influenced by the use of misleading questions.

Aim

To assess the extent to which participants' estimates of the speed of cars involved in accidents witnessed on video could be influenced by misleading questions.

Procedure

1 **Experiment one:** 45 university students were each shown 7 video clips of car crashes. After each accident participants wrote an account of what they could recall and answered specific questions, the key question being to estimate the speed of the vehicles. There were 5 conditions (with 9 participants in each condition), with the conditions varying through which verb was used in asking the key question.

Key question: About how fast were the cars going when they ..... each other?

The blank space was filled with either 'contacted', 'hit', 'bumped', 'collided' or 'smashed'.

Participants' estimations of speed were then recorded.

2 **Experiment two:** 150 student participants viewed a video of a car crash. 50 were asked the key question with the word 'smashed' in it, 50 with the word 'hit' and a control group of 50 weren't asked at all. One week later they were questioned about their memory of the event, with the key question being 'Did you see any broken glass?' (There wasn't any.)

The number of participants who recalled broken glass was then recorded.

Findings

Experiment One:

Verb	Mean estimate of speed in miles per hour
Contacted	31.8
Hit	34.0
Bumped	38.1
Collided	39.3
Smashed	40.8

As the intensity of the verb used in the key question increased, so did the estimation of the speed of the cars.

Experiment Two:

Answer	Smashed	Hit	Control
Yes	16	7	6
No	34	43	44

Participants were twice as likely in the 'smashed' condition to recall the false memory of broken glass.

Conclusions

Experiment one showed that misleading information in the form of leading questions can affect memory recall of eyewitnesses.

Experiment two showed that misleading information in the form of post-event information can also affect memory recall of eyewitnesses.

Both studies suggest that at recall misleading information is reconstructed with material from the original memory.

Evaluation

The study is a laboratory experiment centred on an artificial task (watching videos) and as such lacks relevance to real-life scenarios. Witnessing real car crashes would have much more of an emotional impact and thus would affect recall differently.

The results may be due to demand characteristics, rather than genuine changes in memory; participants may have just given the answer they thought the researchers wanted, as suggested by which verb they heard in the key question.

RESEARCH IN FOCUS

1 A limitation of Loftus & Palmer's 1974 study is that demand characteristics may have caused the results. What are demand characteristics and how may they have occurred here?

2 How might including 'filler' questions as well as the 'key question' help reduce demand characteristics?

For information on research methods, see Chapter 7.

PUSH YOURSELF: WIDER VIEWING: [How reliable is your memory? | Elizabeth Loftus - YouTube]

HAND IN TASK 2: Questions about Loftus & Palmer

Tick when completed ☐

1. In this study, participants watched video clips of car crashes rather than seeing a car crash in real life. **How might this have affected them differently?**
2. **Draw 2 bar charts:** one to represent the findings from Experiment 1 and one to represent the findings from Experiment 2.
3. How could these research conclusions be used **to improve eyewitness testimony** for real life witnesses?

RESEARCHER: Ainsworth (1978) The Strange Situation

CLASSIC RESEARCH

The Strange Situation – Mary Ainsworth *et al.* (1978)

The Strange Situation testing procedure was created to make sense of the data Ainsworth had collected and to create a valid method of measuring attachments.

Aims

- To assess how infants between 9 and 18 months of age behave under conditions of mild stress and novelty, in order to test stranger anxiety, **separation anxiety** and the secure base concept.
- To assess individual differences between mother–infant pairs in terms of the quality of their attachments.

Procedure

1 The Strange Situation comprised eight episodes. Each of the... last... was

2 Every aspect of participants' behaviour was observed and videotaped, with most attention given to reunion behaviours, the infants' responses to their mothers' return. Data were combined from several studies. In total 106 infants were observed.

3 The testing room was an unfamiliar environment (hence the name 'Strange Situation') comprising an 81 square foot (approx 7.5 square metres) area divided into 16 squares to help record movements.

4 Five categories were recorded:
- (i) proximity- and contact-seeking behaviours
- (ii) contact-maintaining behaviours
- (iii) proximity- and interaction-avoiding behaviours
- (iv) contact- and interaction-resisting behaviours
- (v) search behaviours.

Episode	Persons present	Brief description
1	Mother, infant, observer	Observer introduces mother and infant to experimental room, then leaves.
2	Mother, infant	Mother is passive while the infant explores.
3	Stranger, mother, infant	Stranger enters. First minute: stranger silent. Second minute: stranger converses with mother. Third minute: stranger approaches infant. After three minutes, mother quietly leaves.
4	Stranger, infant	First separation episode. Stranger's behaviour is geared towards that of the infant.
5	Mother, infant	First reunion episode. Stranger leaves. Mother greets and/or comforts infant, then tries to engage infant again in play. Mother then leaves, saying 'bye-bye'.
6	Infant	Second separation episode. Infant is alone.
7	Stranger, infant	Continuation of second separation. Stranger enters and gears her behaviour to that of the infant.
8	Mother, infant	Second reunion episode. Mother enters, greets and then picks up infant. Meanwhile, stranger quietly leaves.

Table 3.4 The eight episodes of the Strange Situation

Findings

1 Generally infants explored the playroom and toys more enthusiastically when just the mother was present than either a) after the stranger entered or b) when the mother was absent.

2 Reunion behaviours reflected three types of attachment:

Type A: Insecure-avoidant – 15 per cent of infants ignored their mother and were indifferent to her presence. Level of play wasn't affected whether by the mother's presence or absence. Infants displayed little stress when she left and ignored or avoided her when she returned. Infants reacted to the mother and stranger in similar ways, showing most distress when left on their own.

Type B: Securely attached – 70 per cent of infants played contentedly when their mother was present, whether or not a stranger was present, but were distressed when she left. On her return they sought comfort from her, calmed down and re-started to play. Mother and stranger were treated very differently

Type C: Insecure-resistant – 15 per cent of infants were fussy and wary, even with their mother present. They were distressed by her leaving and sought contact with her on her return, but simultaneously showed anger and resisted contact (for example, putting out their arms to be picked up, then fighting to get away once they had been picked up).

Conclusions

Sensitive responsiveness is the major factor determining the quality of attachments, as sensitive mothers correctly interpret infants' signals and respond appropriately to their needs. Sensitive mothers tend to have securely-attached babies, whereas insensitive mothers tend to have insecurely-attached babies.

Evaluation

The identification by Ainsworth of the importance of parental sensitivity in creating secure attachments is backed up by similar findings from studies using larger samples.

The Strange Situation testing procedure has become a paradigm, the accepted method of assessing attachments.

The Strange Situation assumes that attachment types are fixed characteristics of children, but classification can change if family circumstances, like mothers' stress levels, alter. Therefore attachment type is not a permanent characteristic.

The Strange Situation is an artificial way of assessing attachment, as it is laboratory based with mother and stranger acting to a 'script'. This is far removed from everyday situations and thus lacks ecological validity. Brofenbrenner (1979) found that infants' attachment behaviour is much stronger in a laboratory than when at home (because of the strangeness of the environment).

The Strange Situation focuses too much upon the behaviour of infants, and not enough on that of mothers, which could distort results.

The Strange Situation has been labelled unethical, as it deliberately stresses infants to see their reactions. However, it can be seen as justifiable, as the stress caused is no greater than that of everyday experiences like being left with an unfamiliar babysitter or childminder.

Main & Weston (1981) found that children acted differently in the Strange Situation depending on which parent they were with. Children might be insecurely attached to their mothers, but securely attached to their fathers, illustrating that attachment types are linked to individual relationships with carers and are not set characteristics of children.

PUSH YOURSELF: WIDER VIEWING: Ainsworth Strange Situation - YouTube

HAND IN TASK 3: Questions about Ainsworth Strange Situation

1. This study deliberately stressed young infants. **Do you think this is unethical?** Explain your answer.

2. Do you think attachment type is **innate (nature) or learned (nurture)?** Explain your answer.

Tick when handed ☐

Milgram (1963) Obedience

CLASSIC RESEARCH

Behavioural study of obedience – Stanley Milgram (1963)

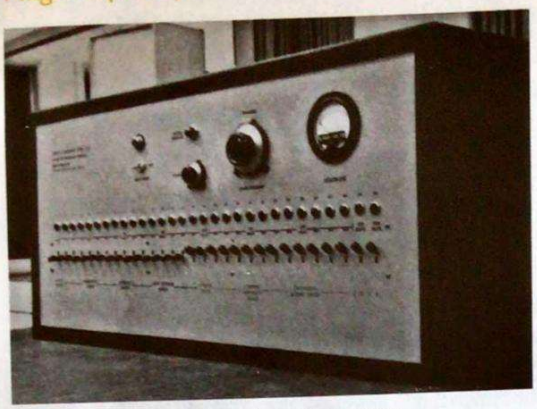


Figure 1.20 Stanley Milgram's shock generator

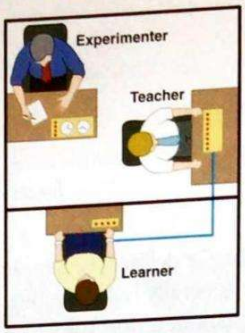
Aims

- To test the 'Germans are different' hypothesis, which claimed that Germans are highly obedient and that Adolf Hitler could not have exterminated the Jewish people and other minority groups in the 1930s and 1940s without the unquestioning co-operation of the German population.
- To see if individuals would obey the orders of an authority figure that incurred negative consequences and went against one's moral code.

Procedure

1 40 American males aged 20–50 years responded to a newspaper advertisement to volunteer for a study of memory and learning at Yale University Psychology Department. They were met by a confederate experimenter wearing a grey lab coat (to give him the appearance of authority), who was actually a biology teacher. He introduced them to Mr Wallace, a confederate participant, a gentle, harmless looking man in his late 50s. The participants were told that the experiment concerned the effects of punishment on learning and that they would be either a 'teacher' or a 'learner', with the roles determined randomly. In fact this was rigged; Mr Wallace was always the learner and the real participant was always the teacher.

2 The experimenter explained that punishments would involve increasingly severe electric shocks. All three



'I observed a mature and initially poised businessman enter the laboratory smiling and confident. Within 20 minutes he was reduced to a twitching, stuttering wreck, who was rapidly approaching nervous collapse. He constantly pulled on his ear lobe, and twisted his hands. At one point he pushed his fist into his forehead and muttered "Oh God, let's stop it". And yet he continued to respond to every word of the experimenter, and obeyed to the end.'

Figure 1.22 The Milgram experiment set up

went into an adjoining room, where the experimenter strapped a consenting Mr Wallace into a chair with his arms attached to electrodes. The teacher was told to give shocks through a shock generator in the next room. This generator had a row of switches each marked with a voltage level. The first switch was labelled '15 volts' and the verbal description 'slight shock'. Each switch gave a shock 15 volts higher than the one before, up to a maximum 450 volts, marked 'XXX'. The real participant received a real shock of 45 volts to convince him that everything was authentic.

3 Participants then read out a series of paired-associate word tasks, to which they received a pre-recorded series of verbal answers from the learner, with the real participant believing these to be genuine responses. The teacher was told by the experimenter to give a shock each time Mr Wallace got an answer wrong. His answers were given by him supposedly switching on one of four lights located above the shock generator. With each successive mistake, the teacher gave the next highest shock, 15 volts higher than the previous one.

4 At 150 volts the learner began to protest and demanded to be released; before this he had been quite willing to take part. These protests became more insistent and at 300 volts he refused to answer any more questions and said he has heart problems that are starting to bother him. At 315 volts he screamed loudly and from 330 volts was heard no more. Anytime the teacher seemed reluctant to continue, he was encouraged to go on through a series of verbal prods, such as 'the experiment requires you continue' and 'you have no choice, you must go on'. If the teacher questioned the procedure, he was told that the shocks will not cause any lasting tissue damage and was also instructed to keep shocking Mr Wallace if he stopped answering.

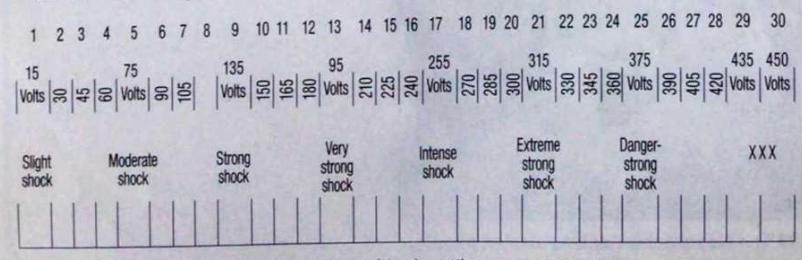


Figure 1.21 The levels of electric shock used in the Milgram experiments

Findings

1 Quantitative results – obedience was measured as the percentage of participants giving shocks up to the maximum 450 volts. In the main version of the experiment the obedience rate was 62.5 per cent (25 out of 40 participants). An earlier 'remote victim' version with no pre-recorded responses, but the victim pounding on the walls instead, gained an obedience rate of 65 per cent (26 out of 40 participants). 100 per cent of participants continued up to at least 300 volts.

2 Qualitative results – many participants showed distress, such as twitching, sweating or giggling nervously, digging their nails into their flesh and verbally attacking the experimenter. Three participants had uncontrollable seizures. Some participants showed little if any signs of discomfort, instead concentrating dutifully on what they were doing.

Conclusions

The 'Germans are different' hypothesis is clearly false – Milgram's participants were 40 'ordinary' Americans. Their high level of obedience showed that people obey those regarded as authority figures. If we had lived in Nazi Germany in the 1930s, we might have acted just as obediently. The results suggest that obeying those in authority is normal behaviour in a hierarchically organised society. We will obey orders that distress us and go against our moral code.

Evaluation

The **Milgram paradigm** – Milgram established the basic method, or paradigm, for studying obedience, which was adopted by many subsequent researchers.

It was intended as a pilot study – it is more useful to consider the research inspired by Milgram's study than the study itself. Milgram was so astounded by the results that he subsequently conducted 19 variations of the study, each time varying one aspect of the procedure, to try and identify the reasons why people were so obedient.

Practical application – it was hoped that Milgram's findings would help form strategies to reduce destructive blind obedience. Unfortunately, not much has changed since 1963; horrendous crimes are still committed by people operating under the excuse of 'simply following orders'.

Type of study – most people presume that Milgram's study is an experiment, indeed Milgram referred to it as such. However, there is no independent variable and in reality it is more of a controlled observation. It can, however, be considered an experiment if Milgram's variations of his study are considered. The independent variable (IV) then becomes which particular variation a participant performs, for example, having the experimenter not present in the room, as opposed to him being in the room.

INCREASE YOUR KNOWLEDGE

Milgram's work into obedience can help explain the abuse of Iraqi prisoners by US troops in the Abu Ghraib prison in Iraq in 2004. Several stages of abuse were involved. Firstly, *gradual commitment*, where initial abuses were minor, but paved the way for the acceptance of more serious abuse. This was similar to the initial shocks in Milgram's study only being minor ones and only increasing in small 15-volt increments. Secondly, *senior role*, where low-ranking troops, like the teacher in Milgram's study, were given important roles in controlling prisoners. Thirdly, *dehumanisation*, where the prisoners were degraded, making it easier to suspend morality and abuse them.

Figure 1.23 Lynndie England arrives at her trial for mistreatment of prisoners in Abu Ghraib

PUSH YOURSELF: WIDER VIEWING [The Milgram Experiment 1962 Full Documentary - YouTube]

HAND IN TASK 4: Questions about Milgram's Study

Tick when handed ☐

1. Milgram only studied American males. Do you think females would have behaved in the same way? Explain your answer.

2. Once you have completed your own study – **TASK ON THE NEXT PAGE!,** asses the sample you used, was it more varied than Milgram's original study? What would be the benefit of this when considering bias (age, gender, culture)?

Task 3: Own Research

In Psychology, you will learn the research methods that are used to gain data, make / refine theories and mathematically / statistically ensure scientific vigour.

THIS TASK SHOULD TAKE YOU 25 MINUTES TO COMPLETE

Introduction:

Imagine a psychological study where participants were told they were helping with an experiment on learning and memory. They were instructed to administer what they *believed* were electric shocks to another person (a 'learner') every time the learner made a mistake. With each wrong answer, the voltage of the shock was supposed to increase. An experimenter in a white lab coat was present, encouraging them to continue, even when the 'learner' showed signs of distress. The highest voltage available was **450 Volts**. There was an expectation that they had to ensure that the 'learners' answered as many questions as possible.

Your Task:

Ask **at least 5 different friends or family members** the following question. **DO NOT tell them the actual results of any famous psychology studies!** Just ask the question and record their answer.

Survey Question:

'If you were in a situation like the one described above, where you were asked to administer increasing electric shocks for wrong answers, and an experimenter kept telling you to continue, ***what is the highest voltage you think you would be willing to go to before stopping?*** *(The maximum voltage was 450 Volts).'*

HAND IN TASKS 5: ***Task 1*** **-** Record Your Survey Responses in a table that is similar to this:

Person Asked (e.g., 'Mum', 'Friend Alex')	Relationship to You	Highest Voltage They Said They Would Go To (e.g., '50 volts', '150V', '450V,')
1.		
2.		
3.		
4.		
5.		

Task 2 **- (Complete after you've collected all your data):**

1. Calculate the mean (average) voltage from your survey: (show your workings)
2. Calculate the mode voltage from your survey: (show your workings)
3. Calculate the median voltage from your survey: (show your workings)

Tick when handed ☐