

Saffron Walden County High

Psychology Summer Homework 2023

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 ON YOUR FIRST PSYCHOLOGY
LESSON BACK IN SEPTEMBER 2023.**

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

YOUR TASKS:

Task 1: READING AND RESEARCH TASK ON 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.

Read the information on the following pages, do some research of your own and use this link [Perspectives in Modern Psychology \(Theoretical Approaches\) \(simplypsychology.org\)](https://www.simplypsychology.org/Perspectives-in-Modern-Psychology-Theoretical-Approaches) to construct a timeline to show how psychology has evolved. Use the timeline template below to help you.

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.
- A summary of the research using the key terms given.
- The research method that the approach uses

There is also an article about Cognitive Neuroscience for you to read.

Approaches in Psychology Timeline

Psychology originated from philosophy but over time has become more scientific
Psychodynamic approach (1900s) Researcher: Sigmund Freud Key term: 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: Twin studies using MZ and DZ twins
More recently cognitive neuroscience has emerged which combines the biological and cognitive approach.

THIS TASK SHOULD TAKE YOU 1 HOUR AND 30 MINUTES (MAX) TO COMPLETE

Task 2: READING TASK 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.

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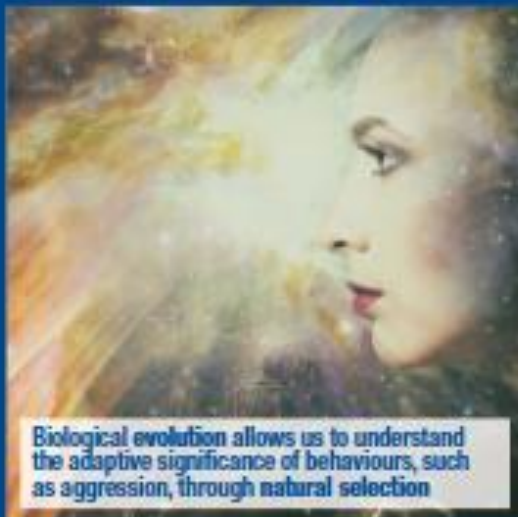
THE BIOLOGICAL APPROACH



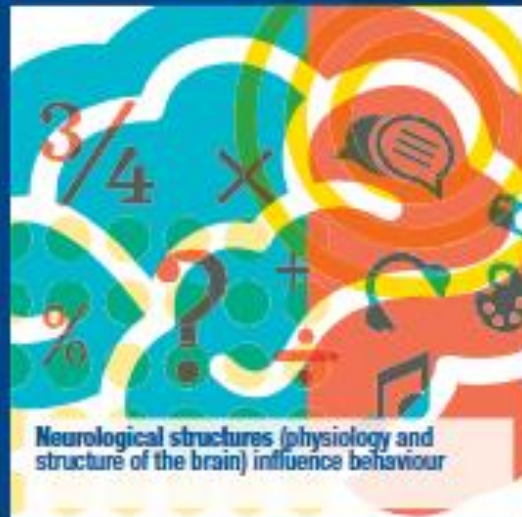
All thoughts, feelings and behaviours have a physical basis



Behaviours are influenced by the genes we inherit



Biological evolution allows us to understand the adaptive significance of behaviours, such as aggression, through natural selection



Neurological structures (physiology and structure of the brain) influence behaviour

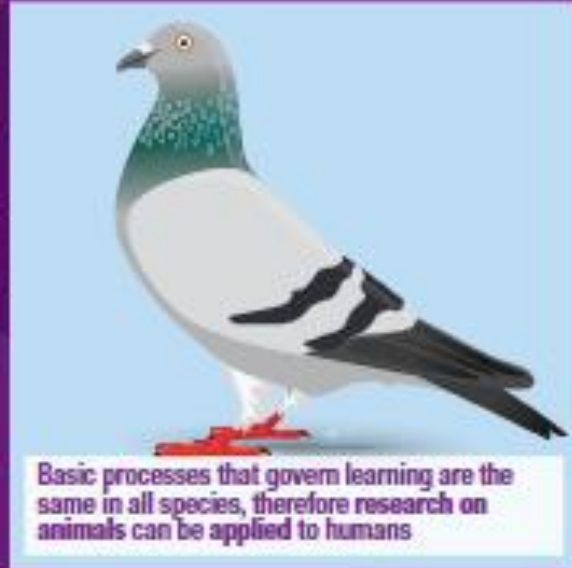
PSYCHOLOGICAL APPROACHES

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THE BEHAVIOURAL APPROACH



Behaviour can be explained in terms of learning, known as conditioning, including classical and operant



Basic processes that govern learning are the same in all species, therefore research on animals can be applied to humans



Behaviour should only be studied if it can be directly observed and objectively measured



Humans are born a blank slate (*tabula rasa*), so there is no genetic influence on behaviour

PSYCHOLOGICAL APPROACHES

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THE COGNITIVE APPROACH



Cognitive psychologists are concerned with cognitive functions like memory, perception and attention



Internal mental processes can and should be studied scientifically



The human mind is similar to a computer as there are similarities in the way information is processed



Cognitive processes can be studied indirectly by making inferences from a person's behaviour

PSYCHOLOGICAL APPROACHES

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THE PSYCHODYNAMIC APPROACH



The mind is like an iceberg and the unconscious mind has a significant influence on behaviour



Early childhood experiences have an impact on later adult behaviour



Personality consists of three components: id, ego and superego which determine our behaviour

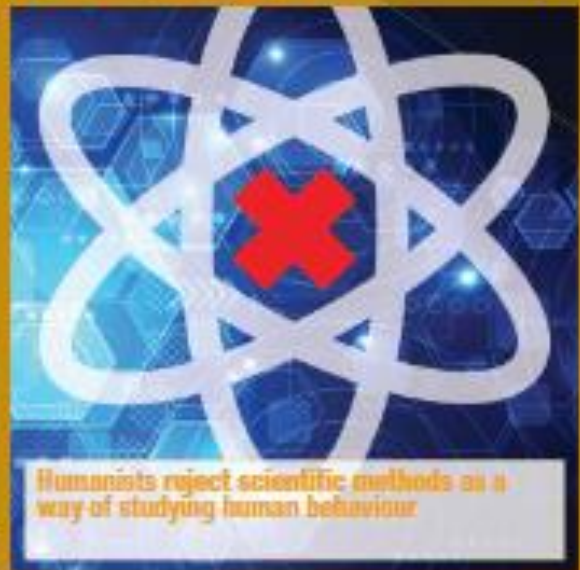
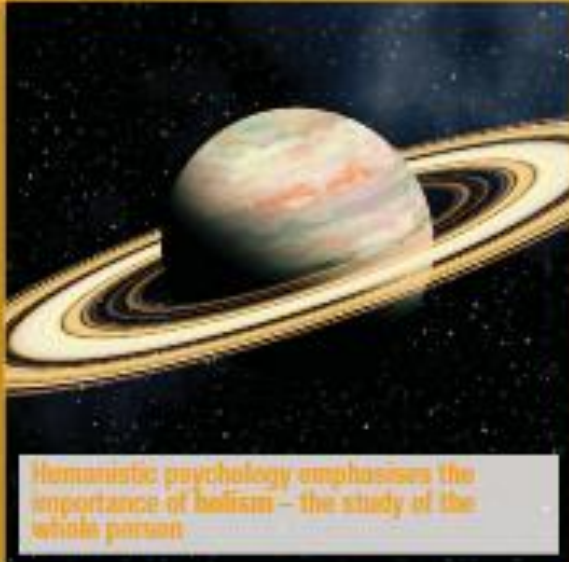


Children progress through a series of psychosexual stages. If a child becomes fixated at any stage it can affect their later behaviour

PSYCHOLOGICAL APPROACHES

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THE HUMANISTIC APPROACH



PSYCHOLOGICAL APPROACHES

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SOCIAL LEARNING THEORY



Learning occurs through observation, imitation and reinforcement



Behaviour is learnt indirectly through observing the consequences of other peoples' actions (vicarious reinforcement)



SLT also focuses on how cognitive factors affect learning – known as mediational processes



Behaviour is more likely to occur when observing a role model who we identify with

PSYCHOLOGICAL APPROACHES

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Emergence of cogn

The aim of **cognitive neuroscience** is to relate mental processes (cognition) to brain structures (neuro).

The **emergence** (or development) of cognitive neuroscience has depended on the various techniques available. You can read about these techniques in **PSYCHOLOGY REVIEW Vol. 25, No. 1**, where we provided a centrespread timeline on 'Ways of studying the brain'.

2000s Mirror neurons

Giacomo Rizzolatti and colleagues accidentally discovered that neurons in a macaque monkey's motor cortex were activated when watching a researcher reach for his food, i.e. the neurons responded as if the monkey itself was performing the action. These so-called 'mirror neurons' may provide the explanation for social cognition – how we come to understand the intention and emotions of others through experiencing their actions and thoughts as if they are our own.

1860s Localisation of language

Paul Broca and later Carl Wernicke both studied living people with certain language difficulties and later, using post-mortem examination, showed that there were lesions in identifiable, localised areas of the brain. Broca's area is responsible for speech comprehension and Wernicke's area for language comprehension.

1880s Understanding the nervous system

Santiago Ramon y Cajal, using Camillo Golgi's staining technique, identified discontinuity in the nervous system, i.e. that neurons were individual cells interconnected through synapses. This laid the foundations for understanding the function of various components of the nervous system.

Psychology review

itive neuroscience

2000s Spatial memory

Eleanor Maguire assessed the size of the hippocampus in experienced taxi drivers and compared this to people who did not use their spatial memories more than average. MRI scans showed that use of spatial memory was associated with larger hippocampi.

2010s Delay of gratification

In the 1970s, Walter Mischel introduced the **marshmallow effect**, demonstrating that some young children were better able to resist temptation (to eat a marshmallow) than others. Later research showed that the 'resisters' did better at school. Forty years later Billy Jo Casey, working with Walter Mischel, used fMRI and a go/no go task to show that the ability to delay gratification was related to higher activity in the right inferior frontal cortex.

1960s Lateralisation of the brain

Roger Sperry showed that the right and left brain had different functions and could not communicate if the corpus callosum (and other associated structures) are cut. The split-brain operation was performed on patients with severe epilepsy to reduce their symptoms.

1960s Vision

David Hubel and Torte Wiesel demonstrated how individual cells in the visual cortex respond to the orientation of lines, mapping the process of perception in the brain. They measured the electrical activity of individual neurons.

1950s Specific memories

Wilder Penfield showed that specific memories could be triggered by applying a mild electrical current to areas of the temporal lobe. When other areas of the temporal lobe were stimulated patients reported emotions related to past events.

PsychologyReviewExtras



Go to www.hoddereducation.co.uk/psychologyreviewextras for a pdf of this poster to download and print for display in the classroom.

Anthony Curtis and Cara Flanagan are editors of Psychology Review.

Task 2: READING TASK 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 1 HOUR AND 30
MINUTES (MAX) TO COMPLETE***

LOFTUS & PALMER (1974) MISLEADING INFORMATION

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

- 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.
- 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.

Questions about Loftus & Palmer

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?

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 these lasted for about 3 minutes, except episode one which lasted for 30 seconds.

- 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.
- 5 Every 15 seconds, the category of behaviour displayed was recorded and scored on an intensity scale of 1 to 7.

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

- 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.
- 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.

Questions about Ainsworth Strange Situation

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

2. Put the findings from the study into the following table

Behaviour	Type A -Insecure Avoidant (15%)	Type B – Secure (70%)	Type C – Insecure Resistant (15%)
Behaviour with stranger			
Behaviour with Mother			
Behaviour when separated from Mother			
Behaviour when reunited with Mother			

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

MILGRAM (1963) OBEDIENCE

CLASSIC RESEARCH

Behavioural study of obedience – Stanley Milgram (1963)

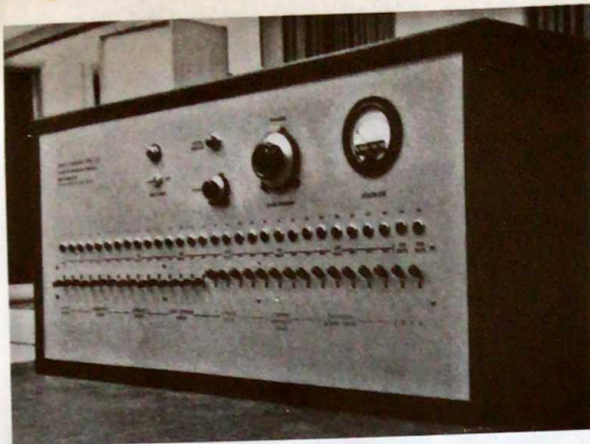


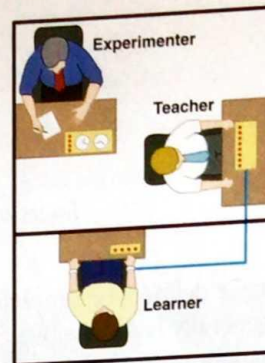
Figure 1.20 Stanley Milgram's shock generator

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.

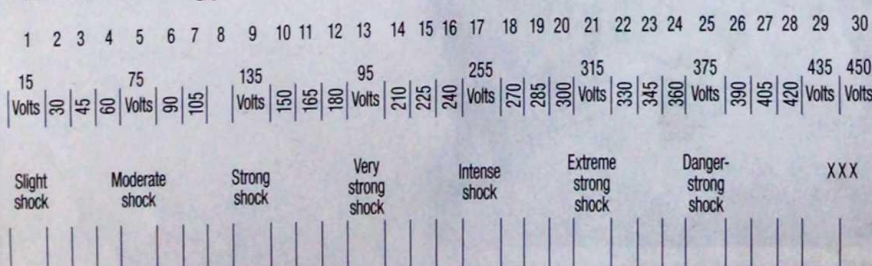


Figure 1.21 The levels of electric shock used in the Milgram experiments

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.

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.

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.



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

STRENGTHEN YOUR LEARNING

- 1 Define obedience.
- 2 What is meant by the Milgram paradigm?
- 3 What percentage of participants gave the maximum 450 volt shocks in Milgram's study?
- 4 Why can the 'Germans are different' hypothesis be rejected?
- 5 What practical application did Milgram hope would come from his study? Was this hope realised?

KEY TERM

Milgram paradigm – experimental procedure devised by Stanley Milgram for measuring obedience rates

Questions about Milgram

1. Milgram collected both quantitative and qualitative data. What do the terms quantitative and qualitative data mean? Give an example of each type.
2. Why didn't the experimenter tell the participants the real aim of the study or that the shocks weren't genuine?
3. Milgram only studied American males. Do you think females would have behaved in the same way? Explain your answer.