|  |  |
| --- | --- |
| **Area/ Perspective** | **#tags** |
| Social area | Environment, situational factors, group dynamics, conformity, situational factors, social context, obedience, prejudice, peers. |
| Cognitive area | Cognitive processes, computer analogy, input-process-output, Internal mental processes, problem-solving, memory, cognition, thinking patterns, schema, mechanistic, attention. |
| Developmental area | Lifespan, typical development, moral development, emotional development, predetermined stages, maturation, systematic changes. |
| Biological area | Physiological processes, brain function, genetic basis, scientific, hormones, heredity, nervous system, twin studies, EEG, MRI, Nomothetic. |
| Individual differences area | Unique, personality, measuring differences, idiographic, quantifiable, characteristics, psychological attributes, complex behaviour, case studies. |
| Psychodynamic perspective | Unconscious processes, childhood experiences, impulses, psyche, id, ego & superego, defence mechanisms, psychosexual stages, conscious, subconscious, neurosis. |
| Behaviourist perspective | Tabula rasa, nurture, behaviour is learnt, operant conditioning, classical conditioning, social learning theory, vicarious reinforcement, stimulus-response. |

Briefly outline one core study and explain how it could relate to this article. (6)

* Learn the taglines for the 10 pairs of studies
* Highlight the key words and phrases that could be evidence of a key word from the tagline.
* Detail from the Core Study: Aim., Ps/sample, Method, Results, Conclusion
* Link this to the article
* Use quotes.

Use your psychological knowledge to suggest a way to manage the issue you have identified in the question above. (6)

* Explain WHAT you want to change and HOW you will change it
* Know the types of application (prevention, intervention, treatment, therapy)
* State which type of application it will be.
* The majority of the marks are for HOW you would do it. For example: Social learning (grab their attention, repeat it to keep it in LTM, give them opportunity to reproduce it, with a motivation (vicarious or not).

Identify one psychological issue/problem or content raised by the above article. Support your answer with evidence from the article. (4)

* Issues can be good or bad or neither
* These are just areas where psychologists might want to change behaviour or are interested in the ideas.
* Learn the taglines for the 10 pairs of studies
* Highlight the key words and phrases that could be evidence of a key word from the tagline.
* State the issue clearly – the issue is …
* Explain why psychologists would be interested in this
* Use quotes to link this to the article.

Explain why this article can be viewed as being relevant to …. psychology. (4)

* Learn the # for each area / perspective
* Highlight the key words and phrases that could be evidence of a particular area or perspective.
* Explain what the area / perspective believes CAUSES behaviour
* Link this to the article
* Use quotes

|  |  |  |
| --- | --- | --- |
| Tagline / Key Theme | Classic Study | Contemporary |
| Responses to People in Authority | Milgram | Bocchiaro |
| Responses to People in Need | Piliavin | Levine |
| Memory | Loftus and Palmer | Grant |
| Attention | Moray | Simons and Chabris |
| External influences on Children’s Behaviour | Bandura | Chaney |
| Moral Development | Kohlberg | Lee |
| Regions of the Brain | Sperry | Casey |
| Brain Plasticity | Blakemore and Cooper | Maguire |
| Understanding Disorders | Freud | Baron Cohen |
| Measuring Differences | Gould | Hancock |

**Examples of Practical evaluative points:**

* Practicality
* Cost: Financial implications
* Resources available
* Co-operation between the agencies/individuals involved
* Time constraints
* Accessibility
* Travel implications
* Ethics

Evaluate your suggestion for how to manage the issue in this article. (10)

* It is OK to give weaknesses as well as strengths.

**Debates can be related:**

* reductionism/holism
* nature/ nurture
* individual/situational

**Level 4: 8-10 marks the evaluation must “go further” & “do something more”: There are 3 ways of doing this:**

* Compare/contrast
* “So what?” – “The consequences of this are….”
* Take the unexpected view – Weaknesses often have strengths