



Technocrat Notes Originals

AS Level Psychology

Paper 1



By The Technocrat Team

AQA



Notes

CONTENTS

OUR MISSION.....4
HOW TO USE OUR GUIDES....4

Social influence.....7
Memory.....16
Attachment.....24

BREAKDOWN OF EXAMINATION....35
THE KEY TO DOING WELL.....35



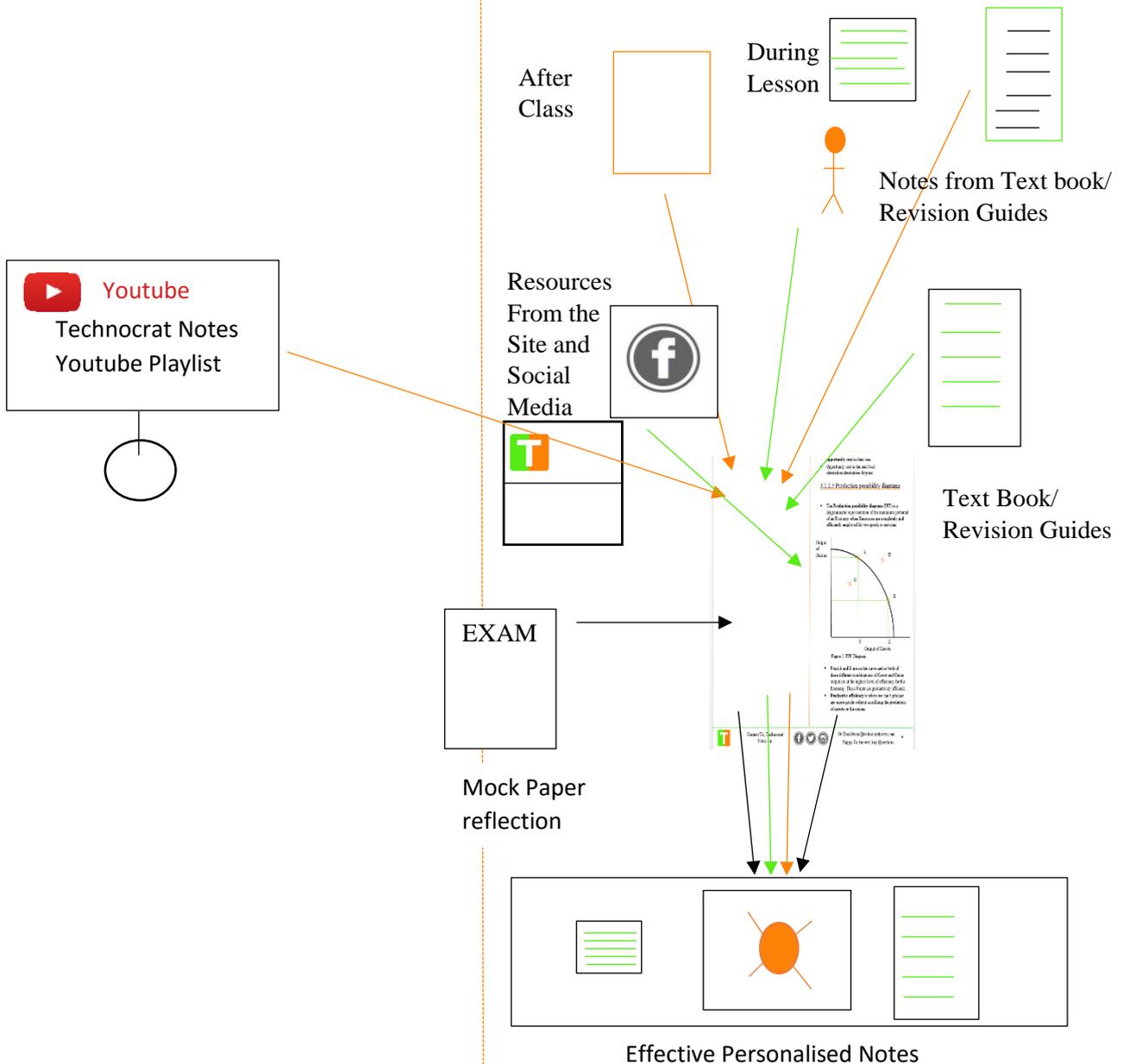
Notes

OUR MISSION

Our Notes are simple, effective, clear and concise. They are clinically crafted towards the specification. Our notes provide a refreshingly new and effective approach to achieving the best possible grades. Along with utilising the power of social media to keep students updated in their respective subjects'. Students should pay attention to the Technocrat Notes Twitter, Facebook and Instagram Page.

We are currently specialising in As Levels. However, we have a Strong desire to spread our philosophy and product range to the GCSE level. We want you to earn the grades you deserve and get into the university you want and the dream career you want.

How to use Technocrat Notes.



Notes

Text book/Revision Guide

Examiner advice is often found in these resources, it's advisable to jot down their thoughts. They also contain case studies which will aid your memory when it comes to remembering the theory. Statistics and facts are also good to include. Jot down what you see as useful.

Notes from Text book/Revision guide

Adding an extra stage will aid your understanding and ability to remember. Remember, one of the most effective learning strategies is rehearsal.

During Lesson

You may be interested in adopting the Pre lesson strategy. Simply read ahead on the topic before lesson and write questions you would like to present to the teacher in the margins. Write answers underneath. This aids the learning process because you are discussing the topic. Statistics, case studies and facts are good examples of what to include from a lesson. Don't saturate the margin too much though. You need to make room for textbook/revision guide notes and your own exam reflection.

After Class

Similar to during lesson because it's good to include statistics, case studies and facts from that lesson.

Resources from the Site and Social Media

Resources on our site range and our social media pages range from Exams to other Technocrat Notes Originals . Pay attention to our site or just follow our social media pages to keep informed.

Technocrat Notes Youtube Playlist

We have compiled a playlist of Videos that match most with the Specification but be warned, not everything in the videos is required to be learned. These videos are there to act as an additional layer onto your knowledge. Therefore, strengthening your understanding. You must use our notes to make sure you don't become lost and lose your direction. Stay focused towards the specification. Always.

Mock Paper Reflection

Corrections to questions for the appropriate topic may be added in the margin. Preferably using a coloured pen or highlighter. Using the same highlighter or pen for the same mock. Then changing colour for another mock.

Notes

Silly mistakes, omitted terminology and incorrect definitions are good to include. Because they act as a reminder to not to do the same thing in the real exam.

Advice learnt from model answers is also advisable to include.

To add, there is room for further colour coordination of your notes, colour coordination doesn't have to be only imposed for mock paper reflection. Use your Imagination. Thinking about how you organise the corresponding colours will only aid your memory further.

Personalised notes

Note Personalisation involves combing all your notes in the margin with the content written on the right (in your own words, obviously). Personalisation of notes is advisable closer to exam time. Personalisation process may begin March/April. Colours adopted for mock reflection should be translated onto personalised notes. It's a good idea to stick these personalised notes (especially weak topics) around the house. You can also re-write them because rehearsal aids memory. Also, keep testing yourself on them. Even, discuss them with friends and family. Ask them to test you.

Note taking in the margin

You may write in it as normal note taking will go. Or you may add additional comments to the bullet points in the guide based on lesson, exam, resources from our site and text books. Even the occasional additional diagram and further reading may go on the margin.

Once Capacity is reached

Postage notes are advised. If that's not your thing, then you can start the note personalisation processes early and add what you couldn't fit.

Conclusion

The process is designed to be malleable and can bend towards the individual's preferences and current study situation. With our Notes having a vast variety of different ways to be used. With the most effective way differing from person to person. For example, you may not personally want to utilise our Technocrat Notes Youtube Playlist but in fact lean towards using revision guides and textbooks.

The method is also very convenient and bolsters organisation. Allowing notes to be easily retrieved, especially towards exam time.

Additionally, this method prioritises understanding over memorisation by allowing you to make concise links between the specification content and what you learnt in lesson but also with effective exam technique. By bringing everything to one page it really allows you to appreciate how everything is linked and interrelated.

Notes

Social Influence

What is social psychology?

The study of nature and causes of human social behaviour particularly interested in the influence others have over our behaviour as we interact with them in our social world

Kelman (1958) explain the two types of conformity

Compliance - going along with others to gain approval or avoid disapproval, simply going along with the majority (public compliance) without a private attitude change e.g smoking

Internalisation - going along with others as you've accepted their point of view and changed your attitude so it is consistent with your own point of view, may engage in validation (examining your own beliefs to see if others are right) may convince group is right resulting in public and private attitude change e.g music taste (exposure)

What are the 2 main differences between the 2 types of conformity?

Future behaviour will only be repeated if another group member is monitoring (compliance) likely to be performed whenever, regardless whether other group members are present

Motivating factors of the prime motivation is to fit in (compliance) if it's to find the wet way of responding (internalisation)

What is another name for conformity?

Major influence

Asch (1956) study aims and procedure

Aim - to see whether people would stick to what they believed it came in to pressure of the majority

Three lines, different lengths, asked to state which was the same length as the "standard line" unambiguous task but confederates made wrong choice

123 male undergraduate students, answered in same order with naive participant always second to last or last, 12/18 trials confederates gave the wrong answer

Findings of Asch's study

36.8% confirmed in 12 critical trials, 1/4 never confirmed
To test ambiguity of lines control trial was done with no confederates giving the wrong answer showing people do make mistakes 1% of the time but this doesn't explain relatively high incorrect answers

Conclusion of Asch's study

Notes

Interviewed participants afterwards about why they confirmed and found 3 reasons

- 1 - distortion of perception (small number come to see lines in same way as majority)
- 2 - distortion of judgement (felt doubt about accuracy)
- 3 - distortion of action (privately trusted own perception but changed public behaviour to avoid disapproval from other members e.g complied)

Explain the 3 variations in Asch's study

1. Difficulty of task - confirmed increased when line differences were smaller Lucas et al (2006) moderated by self-efficacy (low = conform, high = confident in own abilities)
2. Size of majority - little conformity when only one or two, three jumped to about 30%, no further increases after 3
3. Unanimity of majority - breaking groups consensus reduces conformity, if naive participants were given support, conformity dropped from 32-5.5% or if lone dissenter (different from true an majority answer) dropped from 32-9%

Individual differences in Asch's study - Early and Carli (1981)

Early and Carli (1981) meta-analysis 145, women more compliant but may be due to sex roles as more interpersonally orientated so predisposed for conformity or is it because of the experiment materials used as male researchers more likely to find gender differences possibly because they were usually familiar to males so women were less confident in their answers

Perin and Spencer (1980) criticism of Asch's study

May have been "child of its time" (findings unique to one culture" as participants were all men, American and in the 50s (era of McCarthyism - strong anti-communism so people were scared to be different)

They repeated Asch's study in England in late 70s - only 1 out of 396 confirmed (science and engineering students) but similar levels when participants were youth on probation and probation officers suggesting more likely to conform of perceived costs of non-conformity are higher

Did Asch's study really show conformity? (Criticism)

No as only 1/3 confirmed, 2/3 did not so Asch says it shows independent behaviour rather than overly conformist

Smith and bond (1998) culture analysis of Asch's study (criticism)

Notes

Collectivist cultures = higher levels of conformity
Also if majority size is larger, higher proportion of women
and a more ambiguous task

Criticism of Smith and Bond (1998)
Schwartz (1992) cultures are not homogenous and values
differ

Real-world app of Asch's study
Tanford and Penrod (1986) juries - 1st vote determines
outcome 95% of cases as pressure to conform is particularly
strong

Validity of Asch's study
May only tell us about conformity in special circumstances
as Williams and Sogon (1984) state conformity may be
higher with the people you know e.g. same sports club

Ethical issues with Asch's study (2)
Deception
Informed consent

What is normative social influence?
Based on the desire to be liked or accepted, a majority may
be able to control other members by making it difficult to
deviate from the majority point of view as humans are a
social species with a fundamental need for social
companionship and fear of rejection

Schultz et al (2008) - Normative social influence
794 hotel rooms out of 132 hotels where guests were staying
a week, randomly assigned to experimental condition
(information on environmental benefits and normative
message "75% of guests choose to reuse towels each day")
control condition (door hanger informing about
environmental benefits of reusing towels) normative message
reduced need for fresh towels by 25%

Linkenbach and Perkins (2003) Normative social influence
Marketing campaigns aimed at young people about what is
normative in a group reduced incidence behaviours e.g.
alcohol abuse and smoking as they found in study of 7
counties in Montana smoking campaigns aimed at 12-17 year
olds, exposed to normative message that the majority of their
peers do not smoke were less likely to take up smoking
compared to counties where campaigns did not take place

What is informational social influence?
Based on the desire to be right, most likely to happen when
the situation is ambiguous, a crisis or we believe others to be
experts

Notes

Fein et al (2007) evaluating informational social influence
Supports the role of informational social influence as participants produced a large shift in judgement when they saw what was "supposedly" the reaction of fellow participants when judging candidates performance in U.S. Presidential debates (they were influenced by knowledge of others actions)

Wittenbrink and Henly (1996) evaluating informational social influence
Exposed participants to negative information about African Americans which they believed to be the majorities view thus later reporting more negative beliefs about a black target individual

Mass psychogenic illness and informational social influence
Jones et al (2000) "rapid spread of illness signs and symptoms effecting members of a cohesive group with no obvious physical cause" such as in Tennessee school (1998) study where teacher noticed petrol like smell in the classroom hen complained of headache and nausea for example which was followed by the school being evacuated and 80 students and 19 staff going to hospital with the same symptoms although there was no physical cause found after an exhaustive investigation

What is obedience?

A form of social influence where an individual acts in response to a direct order from a figure with perceived authority, they may respond in a way that they otherwise would not without the order being given

Milgram (1963) procedure

40 male volunteers, advertised study of how punishment affects learning at Yale University with \$4.50 for each participant

The 'naive' participant = teacher (must administer increasingly strong shocks to learner whenever they got a question wrong on the learning task)

2 confederates = experimenter (authority figure) and learner (47-year old accountant)

They drew lots to determine who was the teacher or learner however these were fixed so that the 'naive' participant was always the teacher

The machine was tested on the learner to show it worked.

In the "remote condition" the teacher was sat in a separate room with learner answering mainly wong questions and receiving fake shocks until 300 volts (very strong shock) when he would pound on the wall then not respond to the next question, this was repeated at 315 volts then did nothing

Notes

If the teacher asked to stop the experimenter had a set of "prods" to repeat such as "It is absolutely essential that you continue"

Milgram's predictions and findings

Asked psychiatrists, college students and colleagues to predict how far they would go= nearly all refuse to obey, a few over 150 volts and only 4% reaching 400 volts, a pathological fringe of about 1/1000 who would administer the full 450 volts

Findings - 65% continues to 450 volts (far beyond "danger: severe shock" mark

All went to 300 volts only 12.5% stopped at 300

Milgram's 1963 study conclusions

Ordinary people are astonishingly obedient to authority even when being asked to behave inhumanely

Suggests evil people who commit atrocities are just ordinary people obeying orders so many crimes are situational rather than dispositional

People's capacity to make independent decisions is suspended when they find themselves in a subordinate position in a powerful social hierarchy e.g the "teacher" with the "experimenter"

Milgram's variations (situational factors in obedience)

Teacher's discretion study (2.5%) Level of shock left to "teacher's" decision

Two peers rebel study (10%)

Experimenter-absent study (21%) "experimenter gave orders over the phone

Touch-proximity study (30%) "Teacher" required to force "learner's" hand onto shockplate

Proximity study (40%) In same room, see reactions

Different location study (48%) No longer Yale university but run-down office block in town centre

Milgram - lacks internal validity - PEE

Participants may not have been fooled by the setup as they had come to learn that many psychology experiments usually disguise the true aims of the study thus suggesting they were aware they were not harming the "learner"

Exemplified by Orne and Holland (1968) - only reason participants appeared distressed was because they were strained by playing along with the experimental study not because they were harming the "learner"

Milgram - Unethical as failed to protect participants from psychological harm

Placed participants under great emotional strain and distress by deceiving them into thinking they may be administering

Notes

lethal shocks to a fellow participant
Supported by Darley (1992) research - experience of administering shocks (even if not real) may activate a previously dormant aspect of an individual's personality making them more able and motivated to respect those actions, their personalities may alter as a consequence of the actions they are asked to perform

Milgram - Population validity is low (K + M)
Used only American and male participants so it may not be representative of obedience in other cultures or amongst the female gender
Evidence for this comes from Kilham and Mann using Milgram's experimental procedure (1974) - 40% of Australian male students would administer maximum shock voltage but only 16% of Australian female students

Milgram - Not generalisable outside of research setting (lacks ecological validity)
The study was lab-based and quite-contrived where participants knew they were taking part in a psychology experiment so it is unclear whether obedience rates can be generalised to more naturally occurring, 'real-life' situations Supporting this is Hofling et al (1966) hospital study where nurses were telephoned by a doctor "Mr Smith"(confederate) who asked them to give a 20mg dosage of astroten to a patient
Order contravened hospital regulations as nurses were not supposed to take orders from unknown doctors over the phone and the dosage was twice the amount advised on the bottle
However, 21 out of 22 (95%) of nurses did as requested

Rank and Jacobson (1975) counteracting Hofling et al (1966) in a more realistic representation of actual hospital practices Also asked nurses to carry out irregular order but with valium (a familiar drug) and they were allowed to consult with peers resulting in 16 out of 18 (89%) refusing

Real-world application of Milgram's study - Tarnow (2000)
OBEDIENCE IN THE COCKPIT
NTSB looked at all serious aircraft accidents from 1978-1990 from which Tarnow (2000) drew two findings
1. Hesitant challenging - Post-crash recordings of voices showed several instances where the crew members did not speak up sufficiently when danger threatened linking to how "teacher's" objections were often hesitant and easily overruled by the "experimenter"
2. Lack of monitoring - Excessive psychological dependence on Captain's authority and expertise, one second officer claimed to have noticed the captain taking a

Notes

particularly risky approach but said nothing as he assumed the "captain must know what he's doing"

Also extenuated by close physical proximity

List the 3 explanations of why people obey - Milgram (1974)
Gradual commitment, agentic shift and role of buffers

Explain gradual commitment (include example)

Once a trivial, seemingly harmless request is obeyed it becomes more difficult to refuse more serious and escalating requests which is explained by the human desire to be consistent in our behaviour

Milgram's study - As they've already given lower-level shocks it becomes harder to resist experimenter's requests to increase the shocks

What is autonomous and agentic shift? And explain agentic shift (include example)

Agentic shift = condition a person is in when they see themselves as an agent for carrying out another person's wishes

Autonomous shift = when "see themselves as acting on their own"

When we are faced with a person with perceived legitimate authority and believe they will take responsibility for our actions we enter agentic state

Milgram's study - "Teacher" obeying "Experimenter"

Explain the role of buffers (include example)

A "buffer" acts as a mechanism to protect individuals from the consequences of their own actions, thus making it easier to obey immoral commands

Milgram's study - Wall between "teacher" and "learner" acted as a buffer as the "teacher" did not fully witness the results of the shocks, in the proximity study only 40% obeyed compared to 65% in the "remote" condition with a wall acting as a buffer

Real-world application of obedience

Abu Ghraib prison - gradual escalation of violence similar to Milgram's gradual escalation of voltage (gradual commitment)

Does the Nazi extermination of Jews explain obedience? (2 views)

Yes - Milgram (1967)

No this oversimplifies and misleads the real cause of the Holocaust - Mandel (1998)

Mono-casual effect (explaining obedience) (M..G)

Notes

Mandel (1998) focusing solely on obedience ignores many other explanations for atrocities like the Holocaust and other crimes against humanity

Goldenhagen (1996) Anti-Semitism was the prime motivation for the annihilation of Jews

Agentic shift (explaining obedience)

Holocaust perpetrators carried out duties for months/years whereas Milgram's = no more than half an hour, they were also reassured that the shocks would not cause permanent damage but may be painful

Consequences of obedience alibi (blaming another for their obedience)

Mandel (1998) Obedience as a key role in the Holocaust is unjustified after analysis of historical records and it suggests that Holocaust perpetrators were 'just obeying orders' which can be distressing to those affected by the Holocaust

What is locus of control? (explanations of independent behaviour)

A person's perception of personal control over their own behavior measured from high internal to high external

Research uncovered many characteristics of high internal 'locus of control' relevant to the study of independent behaviour, what are they? (4)

Perceive themselves as having a great deal of control over their behaviour, active seekers of useful information and less likely to rely on other's opinions and more achievement-orientated

Evaluation of 'locus of control' PEE

There is a historical trend in the 'locus of control' where many Young Americans increasingly believe their lives are controlled by outside factors

This was found by Twenge et al (2004) meta-analysis studies as they found research scores were substantially more external in student and child between 1960 and 2002

This is because of the dramatic social changes such as increase in divorce and mental health problems and suicide which may suggest to young people that many aspects of their lives are beyond their control thus an increase in externality

Resisting pressures to conform (The role of allies) Asch's study

In one variation a dissident was used which gives the participant social support, these resulted in lower conformity rates as the participants were more confident in their answers

Notes

Evaluation of the role of allies - Hornsey et al (2003)
May be more willing to maintain independent if they have to make moral rather than physical judgement e.g lines as abandoning this personal position is relatively minor compared to the interpersonal benefits from conforming
But Hornsey found remarkably little movement towards the majority on attitudes that had moral significance for the individual such as cheating when judgement involved a moral dimension that may affect a person's integrity

Allen and Levine (1971) validity of allies as a factor
If perceived as offering valid social support e.g normal vision (valid) VS poor vision e.g wearing thick glasses (invalid) then social support has a higher impact but conformity is higher with any social support compared to none

Resisting pressures to obey - Insights from Milgram's study
Status is a key factor in obedience as obedience rates dropped when the study was situated away from the prestigious setting of Yale university as participants felt able to resist authority

Resistance also increased when the victim could be seen or other confederates were present suggesting that being aware of our actions and having social support are important in resistance

Evaluation of resisting pressures to obey - Kohlberg (1969)
He gave a group of Milgram's volunteers a set of imaginary moral dilemmas and looked at why they would behave in a certain way over how they would behave and found that those who base decisions on more general moral principles were more defiant in Milgram's study than those with a more restricted moral development

What is social change?

When a whole society adopts a new belief or way of behaving which then becomes widely accepted as the "norm"

What is minority influence?

A form of social influence that takes place when a member of a minority group, like an individual, influences a majority to accept the minority's beliefs or behaviour

Wood et al (1994) implication of social change research
Meta-analysis of 97 minority influence studies and found that those perceived as especially consistent in their positions were particularly influential suggesting small minorities are more influential if they are consistent in their views and express their position overtime meaning they are taken more

Notes

seriously

If they remain consistent they must really believe it to be true

Polish Trade union as an example of social change

The workers struck for their rights at the Lenin shipyards in Gdansk which eventually led to a social movement of 10 million members resulting in the overthrow of the communist government in 1981 as a result of or despite the intimidation and imprisonment of its leaders suggesting when there are risks involved in putting forward a point of view then those who express it are more likely to be taken seriously by others

This is called the "augmentation principle" which states that because members are willing to suffer e.g public abuse through media or even imprisonment or death then the impact of their position on other members is 'augmented' (increased) resulting in them being more influential and increasing the likelihood of social change

Memory

Stages of Memory

- Encoding - how information is processed so it can be held in the memory.
- Storage - holding information in the memory until it is needed.
- Retrieval - accessing the stored information to use it.

Short Term Memory - Capacity, Duration and Encoding

- Capacity - 7 +/- 2 items.
- Duration - 18-30 seconds.
- Encoding - acoustic.

Long Term Memory - Capacity, Duration and Encoding

- Capacity - Unlimited.
- Duration - Up to a lifetime.
- Encoding - semantic.

Who studied the STM capacity and what did they do?

- Miller found that participants could hold 7 +/- 2 chunks of information on average, when using digit span measures, regardless of the size of the chunk.
- Miller argued this could be a number, sentence or capacity.

Who studied the STM duration and what did they do?

- Peterson and Peterson.
- Showed the participants a trigram (three random consonants) which they had to repeat in order after an interference task of counting backwards from a three digit number, preventing rehearsal.

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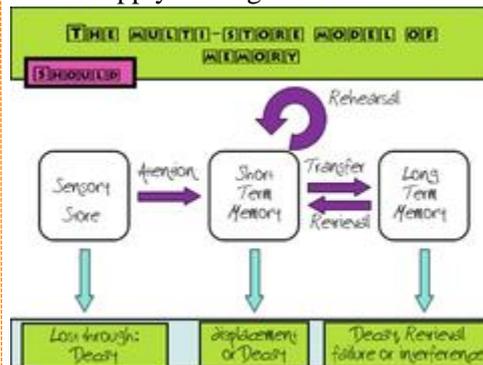
- The interference task lasted 3, 6, 9, 12, 15 or 18 seconds. 90% recall after 3 seconds and 10% recall after 18 seconds, so STM lasts around 20 seconds

Who studied LTM duration and what did they do?

- Bahrick et al.
- 392 participant between the ages of 17-74.
- Had to recall high school classmates from photographs, names, matching photos to names or free recall.
- 90% accuracy for faces and names for school leavers 15 years prior. 80% accuracy for names for school leavers 48 years prior.

Evaluation of Research into STM/LTM Capacity, Duration and Encoding

- + High internal validity. Strict, well-controlled environment for lab experiment
- Tasks to test memory are artificial. Bears little resemblance to what information is learnt throughout everyday life. Cannot apply findings to real life



Multi-Store Model of Memory
Atkinson and Shiffrin

Multi-Store Model of Memory strength
+ Describe Primacy Recency effect

Multi-Store Model of Memory weakness(es)
- Oversimplified. Argued that STM is more complex and has its own stores, therefore not as simplistic as the model describes
- Overemphasises the importance of rehearsal. Flashbulb memories cannot be rehearsed but still are still remembered. Rehearsal not essential.

Glanzer and Cunitz procedure and findings

- Participants presented with a list of words to learn and recall.
- Participants had best recall with words at the start (primacy) and end of the list (recency), while words in the middle had the poorest recall.

Notes

- Words at the start can be rehearsed and so transferred to the LTM, those at the end are fresh in the STM, and so are recalled the best.
- The middle words fade from the STM and are not transferred to the LTM.

Glanzer and Cunitz strength

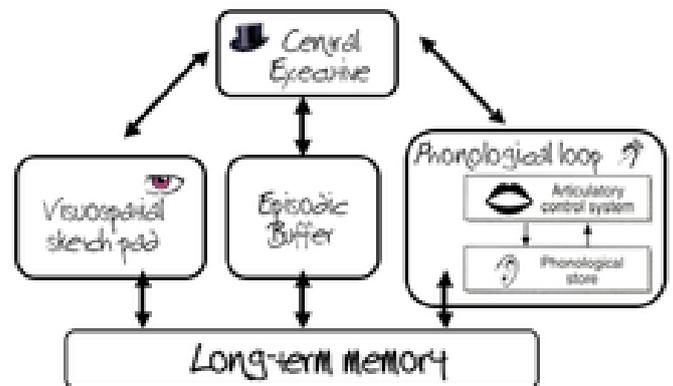
+ Provides support for the MSM. Words at the start can be rehearsed and so transferred to the LTM, those at the end are fresh in the STM, and so are recalled the best. The middle words fade from the STM and are not transferred to the LTM

Glanzer and Cunitz weakness(es)

- Lacks external validity. Controlled environment does not mimic memory demands of everyday life. Task is unrealistic compared to daily life. Lacks ecological validity.

Clive Wearing

- Developed amnesia due to an illness that destroyed his hippocampus.
- Couldn't form new memories as he could not transfer information from the STM to the LTM.
- Can still access his LTM as he still plays and reads music. These skills would be stored in the LTM and shows that the STM and LTM are separate stores



Working Memory Model

Ignore Episodic Buffer!

Baddeley and Hitch

Central Executive

- Attention control system
- Coordinates slave systems
- Limited capacity
- Process information in any sensory form

Visuospatial Sketchpad

- Holds visual information
- Inner scribe, visual cache

Notes

- Processes visual and spacial information (what things look like and their physical relationship to other things)

Phonological Loop

Articulatory Control System

- Inner voice
- Subvocally rehearses information

Phonological Loop

- Holds speech based info
- Decays after 2 seconds if unrehearsed

Working Memory Model strength

- + Provides a more valid account of memory than the MSM. Argues there is more than one store of passiveness in memory and so provides a more detailed explanation
- + Shows rehearsal is not essential for memory as the MSM suggests. Must be a more valid explanation for memory than other theories

Working Memory Model weakness(es)

- Hard to test scientifically. Difficult to assess cognitive tasks testing the capacity and function of the central executive as not much is known about it. Lacks scientific validity

Baddeley procedure and findings

- Participants asked to follow a spot of light with a pointer.
- Whilst doing this, they were asked to either complete a visual task of describing the angles in a hollow letter F or a verbal task of remembering sentences.
- It was found that those completing the visual task found it harder to track the light compared to those completing the verbal task.

Baddeley strength

- + Findings support WMM. Participants doing the visual task found it more difficult to follow the light because the visuospatial sketchpad was doing too many things at once. Whereas the verbal task was more successful as the participants were using two memory components instead of one. Shows there is more than one store in the STM.

Baddeley weakness(es)

- Low external validity. Tasks are not applicable to everyday life, would rarely be asked to follow a light while describing angles in a letter F or recalling sentences. Unrealistic, lacks ecological validity.

Factors affecting eyewitness testimony

- Age of eyewitness.
- Anxiety.
- Misleading information.

Notes

Pozzulo and Lindsay procedure

- Meta-analysis of studies comparing the accuracy of children and adults when identifying suspects in an identity parade.

Pozzulo and Lindsay findings

- Children under 5 were less likely to make a correct identification than adults and older children.
- No significant difference in ability to make a correct identification between children over 5 and adults.
- The accuracy of elderly people was poorer than younger adults.

Pozzulo and Lindsay strength

+ More representative of wider population. Sample is wide and diverse and covers all age groups and genders. More reliable sample, high population validity.

Pozzulo and Lindsay weakness(es)

- Meta-analysis lacks internal validity. Researchers have no control over the quality of each piece of research. Methods used may not be accurate.
- Limited by individual differences. Differences among age groups (e.g., emotional threshold, memory problems) may affect findings

Ceci et al procedure

- Tested the suggestibility of children aged 3-12.
- Read a story about Lauren's first day at school and then given misleading information about the story.

Ceci et al findings

- If no misleading information was given, there was little difference between age groups in accuracy of recall.
- With misleading information, the younger the child, the more inaccurate the recall with the 3-4 age group showing less than 40% accuracy

Ceci et al strength

+ Positive applications. Shows that misleading information may affect accurate recall in EWT and the child may be confused and feel wrong and so follow with the adults implications.

Ceci et al weakness(es)

- Artificial story bears little resemblance to real life. Not related to crime in any way so findings are irrelevant to EWT for crimes due to no emotional arousal. Lacks ecological validity.
- Cannot be used accurately due to ethical concerns. Cannot

Notes

subject a child to a crime due to the trauma it may cause. Breaks the protection from harm guideline, so more realistic situations need to be analysed for accurate findings.

Loftus procedure

- Investigating the effect of anxiety (weapon focus) on EWT.
- Lab experiment.
- Participants told to wait outside the room before the experiment began.
- One group heard a hostile argument, a crash and saw a person leaving carrying a blood covered knife.
- The other group heard a normal conversation and saw a person leaving with a pen and grease of their hands.
- Participants asked to identify the person from 50 photos.

Loftus findings

- Accuracy of recall in no weapon condition - 49%.
- Accuracy of recall in weapon condition - 33%.

Loftus conclusions

- Anxiety of weapon condition caused weapon focus, meaning the participant concentrates on the weapon instead of the person.

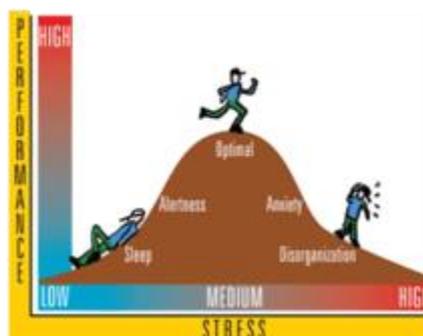
Loftus strengths

- + Practical applications. Recall worse for weapon situation as weapon is the focus. Tells police that EWT is less reliable in weapon situation.
- + Good internal validity. High control over extraneous variables in lab setting. Cause an effect can be easily established.

Loftus weakness(es)

- Poor external validity. Lab environment does not reflect unpredictability of the real world. Lacks ecological validity.

Stress Performance Connection



Yerkes Dodson Law

- Too much or too little anxiety can make recall less accurate.
- Optimum middle level of stress for best EWT.

Notes

Yuille and Cutshall procedure

- Investigating the effect of anxiety on EWT.
- Participants witnessed a robbery in a gun shop that killed a man and another seriously injured.
- 13 participants interviewed by the researcher 4-5 months after the event.
- Information found was compared with forensic reports and the original interview.

Yuille and Cutshall findings

- High accuracy of recall for the crime itself (83%) despite high anxiety of situation.

Yuille and Cutshall strength

+ Good ecological validity. Real life robbery is representative of other real crimes. Emotional arousal is high here so accuracy of recall for the crime is much higher.

Yuille and Cutshall weakness(es)

- Individual differences limit the findings. These people may have a better emotional threshold than others and handle the anxiety of the crime better, therefore giving better recall. Findings are inaccurate.
- Findings cannot be applied to all crimes. This was a violent crime and is not comparable to witnessing a shoplifting in a supermarket. Creates more emotional arousal than other crimes. Findings cannot be applied to other crimes.

Loftus and Palmer procedure

- Investigating the effect of misleading information on EWT.
- 45 American male students split into 5 groups.
- Watched a video of a car crash and then asked 'how fast the cars were going when they ____ each other?'
- Verb interchanged with hit, bumped, contacted, smashed and collided.
- Asked a week later if they 'saw the broken glass'.

Loftus and Palmer findings

- Highest speed estimate was smashed with 41mph.
- Lowest was contacted with 32mph.
- 32% of smashed reported broken glass.
- 14% of hit reported broken glass.

Loftus and Palmer conclusion

- Misleading information can affect the responses of eyewitnesses.

Loftus and Palmer strength

Notes

+ Practical applications for legal professionals. Clear evidence that wording of a question can act as misleading information. Distorts the accuracy of eyewitness testimony.

Loftus and Palmer weakness(es)

- Lacks ecological validity. Video of a car crash is not the same as watching a real car crash or other crimes. Shock of the crash would have given participants different reactions and responses to EWT. Not representative of a real crash.
- Limited sample is unrepresentative. Too small and specific as students have more active memories than other age groups since they work hard for exams. Would remember not seeing broken glass. Lacks population validity.

Yuille and Cutshall procedure

- Investigating the effect of misleading information on EWT.
- Participants witnessed a robbery in a gun shop that killed a man and another seriously injured.
- 13 participants interviewed by the researcher 4-5 months after the event and used misleading information.
- Information found was compared with forensic reports and the original interview.

Yuille and Cutshall findings

- High accuracy of recall for the crime itself despite the use of misleading information.
- Emotional arousal may affect accurate recall.

Yuille and Cutshall strength

+ Good ecological validity. Real life robbery is representative of other real crimes. Emotional arousal is high here so accuracy of recall for the crime is much higher.

Yuille and Cutshall weakness(es)

- Individual differences limit the findings. These people may have a better emotional threshold than others and handle the anxiety of the crime better, therefore giving better recall. Findings are inaccurate.
- Findings cannot be applied to all crimes. This was a violent crime and is not comparable to witnessing a shoplifting in a supermarket. Creates more emotional arousal than other crimes, less susceptible to misleading information. Findings cannot be applied to other crimes.

Cognitive interview factors and how they work

Geiselman et al.

1. Context reinstatement - participant asked to recall the whole event, including location, weather, mood and actions (more likely to remember when put back in the same situation).
2. Report everything - recall every event of the crime even

Notes

the small details (small details may aid recall).

3. Change perspective - describe event from another persons viewpoint or from across the street (encourages retrieval paths).

4. Reverse order - asked to go through the event in a different order (avoids schemas when working forwards).

Cognitive interview evaluation

+ Practical applications to real life crimes. Benefits the police by showing how to get the most accurate statement from a cognitive interview for a better outcome when making an arrest.

- Limited by time. Facts recalled after a long time were less accurate, lessening validity.

Attachment

Attachment is...

A strong emotional and long-lasting bond formed between two people

Learning theory

Attachment is learned from the environment

Classical conditioning

- Food makes baby happy
- Mum gives baby food, stimulates happiness
- Mum makes baby happy

Baby learns to associate comfort from food with mum and so an attachment is formed

Operant conditioning

- Baby is hungry and cries for food
- Mum gives baby food and meets their moods
- Food is the reinforcer and mum is seen as a comforter

Baby seeks the person who helps them avoid discomfort, which is mum, and so attachment forms

Learning Theory strength

+ Practical applications. Shows the importance of food to aid attachment. Could help form attachments to people who aren't mum

Learning Theory weakness(es)

- Too oversimplified. Only focuses on nurture, not nature (biological factors, etc)

- Harlow's Monkeys. When faced with danger, monkeys preferred the cloth mother than the wire mother who had fed

Notes

them their whole life. Comfort must have some significance in attachment

Bowlby's Theory Factors

- Adaptive
- Social releasers
- Critical period
- Monotropy
- Internal working model

Adaptive

- Attachment is instinctive and caused by evolutionary processes.
- If an infant attaches to its parent, it has food, shelter and safety and so gives the species a better chance of survival.

Social Releasers

- Babies have these physical (big eyes, baby face) and behavioural (babbling, giggling) factors that makes the adult want to care for them

Critical Period

- Babies must form an attachment to their primary caregiver between 6 months and 3 years old.
- Failure to do so can have long term irreversible consequences (eg, problems forming relationships, affectionless psychopathy)

Monotropy

- Babies can only form one significant attachment with a caregiver.
- Usually mother, but can be another caring everpresent adult

Internal Working Model

- The infant forms this, a schema on what future relationships will be like.
- This will affect every relationship the infant will form in its adult life

Bowlby's theory strength

+ Practical applications. Valuable insight into how we attach and the importance of this attachment. Could help ensure children are adopted before the critical period

Bowlby's theory weakness(es)

- No gene for attachment can be identified so the theory is hard to test scientifically. Cannot be verified that this is a biological process
- Children can form more than one significant attachment, which can have social and emotional benefits, contradicting the basic principle of the theory

Notes

Attachment types and %

- Secure (66%)
- Insecure Resistant (12%)
- Insecure Avoidant (22%)

Secure attachment behaviour

- Mother is a safe base for child to explore from.
- Cries when she leaves, is wary of strangers and is not comforted by them.
- Seeks comfort in mother when she returns

Insecure Avoidant attachment behaviour

- Explores freely without contact with mother.
- Unconcerned when she leaves, ignores the stranger.
- Ignores mother on return

Insecure Resistant attachment behaviour

- Wary of mother and does not explore.
- Shows intense distress towards mother leaving and being alone with stranger.
- Rejects mother when she returns

Strange Situation stages

- Exploration
- Separation protest
- Reunion behaviour
- Stranger anxiety

Strange Situation procedure

- Ainsworth and Bell.
- Lab setting
- 100 American middle class infants aged 12-18 months.

Strange Situation findings

- Individual differences in attachment types.
- See %'s

Strange Situation conclusion

- Children need warm and supportive and responsive parents for correct emotional and social development

Strange Situation Strength

+ Reliable due to the well-controlled standardised procedure. Same 8 stages and 4 measures of attachment for all children. Produced lots of evidence demonstrating attachment patterns

Strange Situation Weakness(es)

- Lacks external validity. Unrealistic as attachment may be stronger in the unfamiliar environment than in the child's own home. Findings cannot be used to explain attachment in

Notes

everyday situations

- Criticised for cultural bias. Japanese children rarely leave mother and so they may be wrongly classed as insecure resistant. Not appropriate for other cultures due to variations in child rearing

Van Ijzendoorn and Kroonenberg procedure

- Meta-analysis of 32 studies of the strange situation
- 2000 infants.
- Studies in 8 different countries: USA, UK, Netherlands, Germany, Sweden, Israel, China and Japan.

Van Ijzendoorn and Kroonenberg findings

- Secure attachments most common.
- Insecure avoidant most common insecure attachment in western countries.
- Insecure resistant most common insecure attachment in Israel and Japan.
- China lowest % of secure attachment

Van Ijzendoorn and Kroonenberg conclusions

- Universal characteristics of attachment since high secure attachment.
- Differences within cultures rather than between, widespread variations of childrearing within cultures

Van Ijzendoorn and Kroonenberg strength

+ Reliable due to the well-controlled standardised procedure. Same 8 stages and 4 measures of attachment for all children. Produced lots of evidence demonstrating attachment patterns

Van Ijzendoorn and Kroonenberg weakness(es)

- Criticised for cultural bias. Japanese children rarely leave mother and so they may be wrongly classed as insecure resistant. Not appropriate for other cultures due to variations in child rearing.

- Meta-analysis only demonstrates that these differences within cultures exist but does not explain why. May be due to variations in parenting so limiting the drawing of valid conclusions, lowers internal validity

Stages of Short Term Disruptions of Attachment

- Protest - infant prevents mother from leaving by crying or screaming.
- Despair - infant becomes withdrawn from surroundings and other people, prefers self-comfort.
- Detached - emotionally detached despite appearing so sociable, will reject mother when she returns.

Robertson and Robertson procedure

Notes

- Filmed children 1-4 years experiencing separation from mother due to hospitalisation of mother or themselves.
- Observed behavioural and emotional changes.

Robertson and Robertson findings

- See stages.

Robertson and Robertson conclusions

- Disruption to attachment has clear negative effects due to lack of emotional care.
- Three stages

Robertson and Robertson strength

+ External validity/practical applications. Realistic setting gives high ecological validity. Can be applied to real life (eg, visiting policies in hospitals to minimise the effects of separation)

Robertson and Robertson weakness(es)

- Hard to generalise. Limited sample of hospitals and nurseries
- Researcher bias. May have chosen the most negatively affected children and this leads to flawed conclusions

Maternal Deprivation Hypothesis is...

Idea suggested by Bowlby that separation during the critical period can cause irreversible long term consequences such as depression, social difficulties and lower IQ

Maternal Deprivation Hypothesis strength

+ Practical applications. Improved hospital policies allowing parents to stay with their children and mother has immediate contact with newborn. Reduces effects of disruption.

Maternal Deprivation Hypothesis weakness(es)

- Cultural variation. Guatemalan Indian children are kept in a windowless hut with limited contact with mother without social or intellectual impairment.

Bowlby's juvenile thieves procedure

- Compared lives of 44 juvenile thieves with 44 emotionally troubled adolescents

Bowlby's juvenile thieves findings

- 32% of the juvenile thieves diagnosed with affectionless psychopathy.
- 86% experienced prolonged separation from mother in critical period.
- None of the control group had affectionless psychopathy

Bowlby's juvenile thieves conclusions

Notes

• Deprivation can cause long lasting irreversible effects such as affectionless psychopathy

Bowlby's juvenile thieves strength

+ Clear evidence that prolonged disruption to attachment can have long term negative consequences. Supported by lots of research evidence, so high face validity

Bowlby's juvenile thieves weakness(es)

- Retrospective bias. Relies on the memory of the juveniles to recall periods of separation in childhood. May be distorted, limits the validity of the findings
- Atypical sample limits population validity. Limited sample of thieves limits generalisability

Privation is...

The lack of attachment due to the infant never forming one with a primary caregiver

What happened to Koluchova's twins from birth?

- Monozygotic twins.
- Put into care after mother's death after birth.
- Father remarried and twins returned to live with him at 18 months

What happened to Koluchova's twins after they returned to their father?

- Stepmother was physically abusive and isolated the boys from the family.
- Locked them in a cellar without stimulation or food.

When were Koluchova's twins rescued and what were the consequences of their isolation?

- Rescued at age 7 and couldn't walk, speak, lacked social skills and had emotional problems

What happened to Koluchova's twins after being placed in care again?

- Showed normal IQ by age 14 and had secure marital relationships in adulthood

Koluchova twins strength

+ Provides clear evidence that privation does have negative consequences but they can be reversed by a warm and supporting environment

Koluchova twins weakness

- May not be a case of true privation as the twins have each other and may have formed an attachment to their twin, may limit the findings
- Case study is based on findings of one pair of twins,

Notes

forming a biased sample, findings cannot be generalised so low external validity

Hodges and Tizard procedure

- Longitudinal natural experiment.
- 65 children in institutional care before 4 months old compared with children who were raised by their family.
- Children in care never formed a bond due to having lots of foster families

What happened to the 65 Hodges and Tizard children?

- At age 4, 24 adopted, 15 returned to family, 26 still in care.
- Assessed at age 4, 8 and 16 via observation, self-report, interviews, etc

Hodges and Tizard findings

- Between ages 8-16, adopted children had a closer attachment to their parents than the children who returned to their biological parents.
- These attachments were as strong as those of the children raised by their family.
- All of the institutionalised children sought adult attention, support and approval and were more likely to have problems making friends

Hodges and Tizard conclusion

- The early effects of privation and institutionalised care can be overcome by a warm supporting environment, providing evidence against Maternal Deprivation Hypothesis.
- However some consequences such as developing relationships cannot be easily resolved, providing some support for the Maternal Deprivation Hypothesis

Hodges and Tizard strength

+ Valuable insight into the effects of privation in institutional care. Shows the effects of privation can be overcome by a supporting environment

Hodges and Tizard weakness(es)

- Lacks internal validity due to natural experiment. Little control over extraneous variables (children with better social skills are more likely to be adopted than those with behavioural problems). More difficult to certify that behaviour at 16 was due to privation
- Large subject attrition (drop out) rate. Only 27/65 were still in the study at age 16, biased sample. Those who left the study may have suffered more negative consequences due to privation. Reduces validity of the findings

Daycare is...

Notes

Temporary care provided for a child by an individual that is not a member of the family

The 2 forms of daycare

- Child minder
- Day Care Nursery

Child minder description

- Care provided by an individual who will tend to look after children in the child minders own home.
- Care for a maximum of 6 children, have to be registered as a child minder and be inspected by OFSTED

Day Care Nursery description

- Provide daycare for a large number of children, dependant on the size of the nursery, therefore there is a strict adult:child ratio (e.g. 1:3 for children under 2).
- Employ qualified staff and are regularly inspected

Melhuish et al procedure

- Impact of different forms of day care on children's social development.
- Compared the progress of children in London who started day care before 9 months of age and experienced care from relatives, child minders or nurseries

Melhuish et al findings

- Children raised by their mothers found to be least aggressive, followed by those cared for by child minders, then nursery children.
- Nursery children had the best social skills and demonstrated sharing, cooperation and empathy compared to children cared for by child minders.
- These differences were the same even after controlling social class and mothers education

Melhuish et al strength

+ Valuable insight into the effect of different day care on children's social development. Children in daycare were more sociable but more aggressive. Supported by other research, good face validity

Melhuish et al weakness(es)

- Data may lack internal validity. Little control over extraneous variables, quality of care given by child minders and nurseries varied which could effect child's development. Cannot establish cause and effect.
- Criticised for sample size. Sample sizes differed among the forms of daycare. Sample is unrepresentative, lacks external validity

Notes

NICHD procedure

- Researching impact of daycare on aggression.
- Longitudinal study for the first 12 years of over 1000 American infants from diverse socio-economic backgrounds and locations.
- Monitored for long term consequences of daycare.
- Children were either raised by their parents or relatives, in day care nurseries or cared for by a child minder.

NICHD findings

- At age 5, it was found that the children who spent more time in daycare between 3 months and 4 1/2 years were more likely to be aggressive (e.g. destroying things, arguing, demanding adult attention).
- These children were also rated more disobedient, aggressive and less likely to get on with others compared to those cared for by a childminder

NICHD conclusions

- Lengthy periods of time in daycare can have a negative effect on social development

NICHD strength

+ Practical applications. Shows the long term negative consequences on social development due to more hours in daycare

NICHD weakness(es)

- Criticised for individual differences. 83% spent less than 30 hours a week in daycare and were less aggressive. May be differences on social class and gender.
- Oversimplified. Quality of care and temperament are ignored. Mothers insensitivity to the child is a better indicator than hours in daycare

Shea procedure

- Positive effects of daycare on aggression.
- Children aged 3-4.
- Filmed behaviour for the first 10 weeks at a nursery school at playtime.

Shea findings

- Children who spent more time in daycare were more sociable and less aggressive.
- Lowest aggression was identified in children spending 5 days in daycare as opposed to children who spent two days in daycare.

Shea strength

Notes

+ Good external validity. Children behave normally as they are in their natural environment, therefore good ecological validity.

Shea weakness(es)

- Hard to test and measure aggression. Cannot be easily assessed through observation as it includes verbal and non-verbal behaviour. Cannot be concluded that the researcher was assessing aggression.

Belsky and Rovine procedure

- Impact of daycare on peer relations.
- Looked at the results of 5 studies using the Strange Situation to assess security of attachments.
- Children all under 1 year old when starting daycare and received at least 20 hours of day care each week.
- Compared to a control group who were raised at home.

Belsky and Rovine findings

- Children in daycare more likely to develop insecure attachments
- 41% in day care compared to 26% of those in daycare <20 hours a week/didn't attend daycare.
- Children beginning daycare after one year old did not have negatively affected attachments

Belsky and Rovine strength

+ Clear evidence that day care can have negative effects on the security of attachment. Insecure attachment with parents would suggest insecure attachment to peer groups

Belsky and Rovine weakness(es)

- Strange Situation may not be appropriate. Children used to being in daycare may be classed as insecurely attached when they are seemingly neutral when their mother leaves.
- Individual differences, such as stress and education of parents, are ignored. Poorer families cannot get time off work or afford to pay for day care. Low internal validity

Andersson procedure

- Positive effect of daycare on peer relations.
- Longitudinal study of 100 Swedish children from middle and lower-class families.
- Assessed at ages 8 and 13 for social and cognitive development.

Andersson findings

- Those who attended daycare before age 1 had highest scores of measure of social and cognitive development.
- Able to interact with other children better and were more sociable and outgoing.



Notes

- More likely to have friends and engage in play together.
- Those who did not attend at all showed least improvement in social and cognitive development.

Andersson strength

+ Clear evidence that daycare can have benefits for peer relations as the findings support this. Clark Steward conducted further research and found the same things, good reliability.

Andersson weakness(es)

- Sweden invests heavily in childcare system and so nurseries are all high quality. Cannot be generalised to other countries as their quality of childcare may be less than that of Sweden.
- Individual differences. Children in daycare before age 1 were from work oriented parents and so internal validity is affected.





Notes
+
Add General Exam Advice
Here

BREAKDOWN OF EXAMINATION

What's assessed

Compulsory content 1–3 above

Assessed

- written exam: 1 hour 30 minutes
- 72 marks in total
- 50% of AS

Questions

- Section A: multiple choice, short answer and extended writing, 24 marks
- Section B: multiple choice, short answer and extended writing, 24 marks
- Section C: multiple choice, short answer and extended writing, 24 marks

THE KEY TO DOING WELL

“Earn the Motivation and you should earn the grades.”

Passion

Be passionate. Get enthusiastic about your subject. Remember why you picked your subjects. Do Further Reading into your subject. We will be posting articles so that you can keep your passion alive.



Notes

What You're Up Against

Remember doing well in you're A-Levels is the basis for achieving the career you want. Getting the right grade instantly puts you ahead of the rest of the pack in a fiercely competitive jobs market. Hard work does pay off.

Motivation kills Procrastination

Put an end to procrastination. Don't leave it last minute. Formulate a motivating music playlist. Or Search music for studying. Find music which really gets you in a zone that is trance like, don't choose songs that will distract you. When you hear a song that makes you want to be productive you should Shazam it and then add it to your study playlist. Some people make these songs their alarm so it reminds them to get up to study.

The End Goal

Formulate your perfect CV, this should include ideal job, University and A-Level grades. This is the end goal you're striving for. Then think to yourself where am I now and what steps do I have to take to reach this milestone. We will be on social media to help you along your journey. Print out the CV and stick it in your room to remind yourself not to be lazy. You will find a CV Template on our site if you don't have one already.

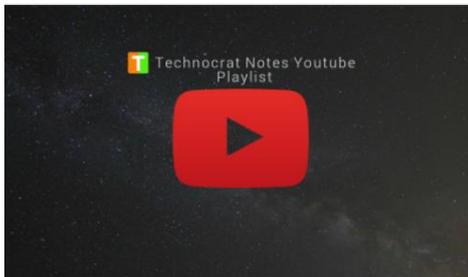




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