



Knowledge Organiser: Year 12

Psychology; APPROACHES

ORIGINS OF PSYCHOLOGY

1

WUNDT'S LAB:

- First psychology lab. Opened in Germany – introduced structuralism.

CONTROLLED METHODS:

- Standardised instructions made Wundt's research reliable.

THE EMERGENCE OF PSYCHOLOGY AS A SCIENCE:

- Wundt focused on using introspection as his method of investigating the mind.
- Early behaviourist psychologists rejected introspection.

THE LEARNING APPROACH: BEHAVIOURISM

2

ASSUMPTIONS:

- All behaviour is observable
- Our behaviour is LEARNT

CLASSICAL CONDITIONING: PAVLOV

- Classical conditioning – learning through association
- $NS + UCS = CR$
- Pavlov's dogs

OPERANT CONDITIONING: SKINNER

- Operant conditioning – learning through reinforcement
- Skinner's box

EVALUATION:

- + Objective and replicable which gives the approach scientific credibility
- Issues with generalising findings from animal studies to humans

THE LEARNING APPROACH: SOCIAL LEARNING THEORY

3

ASSUMPTIONS:

- All behaviour is observable
- Our behaviour is LEARNT
- We learn behaviour through observation and imitation of role models

VICARIOUS REINFORCEMENT:

- Imitation will occur if an individual observes a behaviour being rewarded
- Bandura's bobo doll study

MEDIATIONAL PROCESSES:

- Cognitive aspect of behaviour
- Attention
- Retention
- Motivation
- Motor reproduction

EVALUATION:

- + Takes cognitive aspects of behaviour into account.
- Underestimates the role of biology in influencing behaviour

THE COGNITIVE APPROACH

4

ASSUMPTIONS:

- Behaviour is explained through our internal mental processes
- These are studied using inferences

SCHEMAS:

- Beliefs and expectations influence our thoughts and behaviours

COMPUTER ANALOGY:

- The human brain is similar to a computer
- Input – process – output

COGNITIVE NEUROSCIENCE:

- The study of how brain structure influences mental processes.

EVALUATION:

- + Research is highly controlled and therefore scientific.
- Ignores the influence of emotions

THE BIOLOGICAL APPROACH:

5

ASSUMPTIONS:

- Our biology influences our behaviour
- Behaviour is genetic – twin studies
- Phenotype and genotype – influence of nature
- Evolution

EVALUATION:

- + Real-world application – has led to drug therapies
- Cannot create cause and effect relationships

Leave blank to allow students to glue.



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Psychology; APPROACHES

<u>THE PSYCHODYNAMIC APPROACH</u>	<u>THE HUMANISTIC APPROACH</u>
<div>6</div> <p>ASSUPMTIONS:</p> <ul style="list-style-type: none">• Our behaviour is controlled by our unconscious mind. <p>TRIPARTITE PERSONALITY:</p> <ul style="list-style-type: none">• ID – works on the pleasure principle• Ego – works on the reality principle• Superego – works on the morality principle <p>PSYCHOSEXUAL STAGES:</p> <ul style="list-style-type: none">• Five stages that children go through• If there is conflict at a stage, this will impact behaviour later on in life <p>EVALUATION:</p> <ul style="list-style-type: none">+ This approach has great explanatory power- This approach is based on untestable concepts (you cannot test if the unconscious is real)	<div>7</div> <p>ASSUMPTIONS:</p> <ul style="list-style-type: none">• Behaviour is controlled by free will – we have choice over our own behaviour <p>MASLOW’S HIERARCHY OF NEEDS:</p> <ul style="list-style-type: none">• Individuals work their way up a hierarchy throughout life• The goal is to reach self-actualisation <p>ROGERS: THE SELF</p> <ul style="list-style-type: none">• Behaviour occurs due to incongruence – the distance between our actual self and our ideal self• Incongruence can be overcome through using person centred counselling <p>EVALUATION:</p> <ul style="list-style-type: none">+ Not reductionist – looks at the individual as a whole- Limited research to support humanistic theory

Leave blank to allow students to glue.



How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			/10
16 marker exam question			/16
MID UNIT			/20
Learning Check point 3			/10
16 marker exam question			/16
END OF UNIT			/40