

## Knowledge Organiser: Year 11 Psychology; LANGUAGE, THOUGHT AND COMMUNICATION

<u>Piaget's theory</u> We learn through developing schemas (mental	The Sapir-Whorf hypothesis Not possible to think about something you have		
<b>Structures).</b> Language depends on thought: Thought and understanding first. Language develops after.	now rods for. <b>Thinking depends on language</b> : Language comes first, thought afterwards.		
Young children: Can have language without understanding but will not be able to use it effectively.	<b>Strong version: Language determines thought:</b> If there are no words for an object or idea, then you can't think about it.		
<b>The development of language:</b> Sensorimotor stage (0-2 years): Children start to speak Pre-operational stage (2-7 years): Talk about things not present.	Weak version: Language influences thinking: Words help to 'carve up' the world. You can still imagine things with no words for them		
Logical thinking: Concrete operational stage (7- 11 years): children develop own ideas	Which version is better? Weaker version preferred. We have limited memory for things we have no words for		
EVALUATION Supporting evidence: The order of children's two- word phrases shows understanding Language come first: Sapir-Whorf hypothesis challenges Piaget suggesting that sometimes language come first	EVALUATION Differences are exaggerated: Inuit culture may have only two words for snow not twenty-seven, English has four (Pellum) Thoughts come before language: If there is lots		
Schemas: These can't be scientifically measured   Variation in recall of events 3   Native Americans: The Hopi: Hopi don't distinguish past, present and future. This affects	snow then this changes the way we perceive the environment <b>Restricted and elaborate code:</b> Working-class children use restricted language which affects their ability to think, explaining lower intelligence		
the way they think about time Language affects recall of events: Memory for pictures affected by labels given (Carmichael) <u>EVALUATION</u> Limited sample: Only one individual studied from the Hopi Ambiguous Materials: Carmichael's study not reflective of everyday life because less ambiguity	<u>Von Frisch's bee study</u> 5 AIM: To describe dances of honey bees to understand their communication <b>METHOD:</b> Put food close to hive (10-20 metres) and far away (up to 300 metres). Observed bees 6000 times over 20 years. <b>RESULTS:</b>		
Variations in recognition of colours Native Americans: The Zuni:- Zuni people have only one word for shades of orange and yellow, and in a research study had difficulty distinguishing them Language affects recall of colour: Berinmo people had difficulty recalling colours as they only have five words for colour	Round dance: Moving in a circle to show pollen less than 100 metres away. Waggle dance: Figure of eight shape points direction. 60% of bees went to source at the distance indicated by the dance <b>CONCLUSION:</b> Sophisticated communication system		
EVALUATION Difficulties with cross-cultural understanding: Participants from other cultures may misunderstand the task or fail to communicate their answers correctly Opposite results: Dani people had no problem matching colour despite having only two words for colour	<b>EVALUATION</b> Scientific value: Opened eyes to capabilities of animals Sounds matters too: Dances performed in silence ignored Other factors are important: Bees don't respond to waggles dance if they have to fly over water		



men or all people within a culture

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Functions of animal communication	6 Properties of human communication not		
Survival: Vocal signals – Vervet monkeys	present in animal communication 7		
communicate danger with an alarm call. Visua			
signals – Rabbits lift tail, pin ears back and lear			
forward. Enhances survival of the individual	discuss things that aren't present or haven't		
	happened yet (displacement). Animals are focused		
Reproduction: Peacocks stretch out their	on present, e.g. food sources and predators		
feathers like an umbrella to communicate			
genetic fitness	Creativity: Humans have an open system combing		
	many words together. Animals have closed system		
<b>Territory:</b> Rhinos leave piles of dung to	using communication for specific events.		
communicate territorial boundaries	Single versus multiple channels: Human language		
Food-Anto loovo nhoromono trail to	Single versus multiple channels: Human language		
Food: Ants leave pheromone trail to	expressed using many channels spoken, written, sign language, social media. Animals tend to		
Eye contact	communicate with a single channel, e.g. pheromones		
When two people look at each other's eyes at	Communicate with a single channel, e.g. precomones		
the same time	<u>_</u>		
Regulating flow of conversation: Participants	Body language		
looked away when about to speak and gave	Communication through unspoken movement and		
prolonged gaze when about to finish	gestures		
Signalling attraction: People who use eye			
contact are judged as more attractive	8 Open and closed posture: Closed = Crossing		
Expressing emotion: Participants judged	arms/legs, shows disagreement. Open = uncrossed,		
emotions as more intense if faces looking	shows acceptance.		
straight at them	McGinley: Arguments given by person with open		
	posture led to greater opinion change than closed		
EVALUATION	posture		
Real world application: People with autism fir			
eye contact difficult, so we should all be more	<b>Postural echo:</b> Copying each other's body position.		
understanding of those don't use this form of	Tanner and Chartrand found participants rated new		
NVC	drink more highly when presented with postural		
Use of rating scales: Rating 'attractiveness' ca	n echo		
lack objectivity	e <b>Touch:</b> Includes high fives, slapping etc. Fisher found		
Artificial studies: Studies of eye contact involv artificial tasks which lack validity	if librarian touched student on hand when returning		
aftilled tasks which lack values	library books the librarian was judged more positively		
Personal Space			
The distance we keep between ourselves and	EVALUATION		
others	Real world application: People can use body		
	language to build good relationships		
Cultural differences: Large cultural differences			
in preferred distances. Saudi Arabia larger	reasons (EVs) why participants like or dislike		
distances than England. May be explained by	confederates		
climate (warmer climate closer to strangers,	Body language studies are unethical: Lack of		
farther from friends)	informed consent for being in field experiments,		
10	J lowers trust in psychologists		
Gender differences: Women feel most			
uncomfortable when personal space invaded	Personal Space EVALUATION		
from the side, for men it is from the front	Real world application: Useful in everyday life such		
<b>Status differences:</b> People with similar status	as doctors using knowledge about cultural		
stand closer than those of unequal status	differences 10		
1. The second second second second			
Unrepresentative samples: Experiments use samples of people who may not represent all	<b>Over Simplistic:</b> Research investigates one factor at a time and not the interaction between them		



# How do we use Knowledge Organisers in Psychology

Evolutionary theory of NVB Darwin and evolution: The theory of natural selection- Genes for behaviours that promote survival are passed to the next generation. NVC as evolved and adaptive: NVC evolved in animals to express emotion 10 Comparisons with human behaviour: Distant ancestors opening eyes widely was adaptive because they could see route to safety more easily	Evidence that NVC is innate Neonate research: NVC displayed by new- born babies this suggests that behaviours is innate Social releasers: Certain neonate behaviours make others want to provide care. Facial expressions: Neonates display an expression of disgust when given sour tastes suggesting its innate Sensory deprived: Animal or human without a sensory ability. Thompson found blind children shows similar facial expressions to sighted children Litence that NVC is learned	Yuki's study of emotions AIM: To find out if there is a difference in interpretation of emoticons in Japan and America METHOD: six emoticons shown with different combinations of eyes and mouths. PP's rated faces in terms of happiness expressed RESULTS: Japanese- Higher happiness rating for happy eyes than Americans. Americans- Higher happiness rating when mouths were happy even with sad eyes. CONCLUSION: Cultural differences in the ways emotions in interpreted in facial expressions. Japanese may use eyes because cultural norms lead to hiding emotions but hard to control the expression from the eyes.
Serviceable Habits: Behaviours used by ancestors to promote survival- use by human but not in the same purpose <u>EVALUATION</u> Research into facial expression Research into new-borns Cultural differences in NVC	Cross-cultural research: Comparing behaviours from different cultures shows if they are learned Contact versus non-contact cultures: Mediterranean and Latin American prefer smaller personal space. UK and USA prefer larger space Gestures: Pointing index finger is offensive in Hindu culture Explaining cultural differences: SLT: observe other people in your culture and imitate	EVALUATION Artificial materials: Emoticons leave out features e.g. wrinkle lines which may be important when judging emotions Only tested one emotion: in everyday life faces express a range of emotions not just happy and sad Using rating scale: Emotions are very complex and rating scales reduce emotion to a single score

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

- **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.

### 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.

ASSESSMENT	SECTION ON KNOWLEDGE ORGANISER	DATE	<u>SCORE</u>