



Knowledge Organiser: Year 13

Psychology; ISSUES AND DEBATES

GENDER BIAS

1

- Alpha bias → exaggerates differences between men and women
- Beta bias → Minimises differences between men and women.
- Androcentrism → male point of view.
- Universality → conclusion that can be applied to everyone regardless of time, gender or culture. Examples
- Kohlberg (moral development) Beta bias, because he only tested males and assumed both sexes developed morals in the same way.
- Schizophrenia → Androcentric because society is male dominated, males over diagnosed
- Freud (psychosexual stages) Alpha bias → femininity is failed masculinity; females experience penis envy.

CULTURE BIAS

2

- Ethnocentrism → emphasising the importance of a researcher's own culture / judging other cultures by its standards and values
- Imposed etic → using theories, measurements designed in one culture and applying it to other cultures (assuming the 'norm').
- Cultural relativism → appreciating that behaviour varies between cultures and is not universal
- Emic approach to research → studying cultures in isolation by identifying behaviours that are specific to that culture Examples
- Ainsworth → Ethnocentric - assumed all cultures had secure attachment as their majority.
- IQ tests → attempt to generalise to other cultures DSM/ICD → Culture bound syndromes But... some behaviours are universal (e.g. facial expressions)

NATURE VS NURTURE

3

- NATURE → Behaviours is caused by inheritance, innate mechanisms and evolutionary ideas, nativist theory
- Attachment → Innate and adaptive
- Concordance rates → the closer the relation, the higher the concordance (genetic) Eg, MZ and DZ twins.
- NURTURE → All behaviour is learnt by different levels of the environment (socialisation, culture, parenting), empiricist theory, blank slates Behavioural approach e.g. learning theory of attachment/phobias Interactionist approach – genes/environment
- Diathesis-stress model – genetic vulnerability + life stressor = risk of developing disorder. Epigenetics – genes can affect environment e.g. aggressive people may engage in aggressive sports

FREE WILL VS DETERMINISM

4

- Free will → we are self-determining and have control and choice over all thoughts and actions. Can't be tested scientifically. Rogers (HUMANISM) → PCT, congruence, conditions of worth, UPR, self-actualisation. Determinism → Behaviour is controlled by internal or external forces. Types of determinism
- Soft D. → [COGNITIVE] Humans have free will, but some behaviours are controlled (Aggression/Mental health)
- Hard D. → [BIO/BEHAV/PSYCH] Human behaviour is a result of internal or external forces which are predictable and causes.
- Biological D → Genes, neurotransmitters, hormones, brain structure all control behaviour.
- Environmental D. → Socialisation, conditioning
- Psychic D. → Unconscious, psychoanalysis, psychosexual stages, id, ego, superego, parapraxes. Doubly-determined → When 2 or more forces are responsible for behaviour (parenting and hormones) Causal explanation → Determinism can show that all behaviour has a cause and can be controlled within a scientific study.

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5 <u>IDIOGRAPHIC AND NOMOTHETIC</u> IDIOGRAPHIC → to focus research on individuals with an emphasis on the self and uniqueness of each person. avoids generalisations Prefers to use qualitative data, self-reporting, case studies, unstructured interviews. Humanism → self-reporting within therapy / we all have unique selfactualisation goals and free will. NOMOTHETIC → Studying populations of groups of people to make generalisations and conclusions about behaviour. Uses general laws (Classification, principles and dimensions). Prefer to use quantitative data, objective measures Behavioural → Very scientific and aims to make predictions Biological → Very scientific / aims to make classification systems Combination → Each approach complements each other. We need idiographic to create nomothetic laws, and we need nomothetic laws to understand group influences on individuals (social influence).	6 <u>HOLISM AND REDUCTIONISM</u> • HOLISM → view humans as whole beings and understand their context. • Humanism → We can't focus on specific factors of behaviour; we must consider the whole person to understand how they function. • REDUCTIONISM → It's easier to analyse behaviour if it's broken down into smaller components such as levels of explanation. parsimony: the idea that complex phenomena should be explained in the simplest terms possible. • Biological approach e.g. using low serotonin to explain OCD. • Interactionist approach → levels of explanation combine to give a better understanding of behaviour. • Diathesis-stress model → Understanding different causes and triggers
<u>Ethical implications and social sensitivity</u> • implications / Social sensitivity Ethical implications → the impact or consequence that research has on the wider society/groups Social sensitivity → Research has a potentially sensitive/controversial consequence or implication Implications could include • Effects on participants/groups • Effects on policy/the economy • Effects on allocation of resources/funding • Bias/discrimination against certain groups Examples Bowlby → reformed childcare practices BUT encouraged the view that mothers need to raise children • Intelligence and 11+ exams → led to negative consequences • Raine → brain scanning suggested murderers were born violent	

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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>TYPE</u>	<u>SECTION ON KNOWLEDGE</u> <u>ORGANISER</u>	<u>DATE</u> <u>COMPLETED</u>	<u>SCORE/TOTAL</u> <u>SCORE</u>