



GCSE Psychology

Revision Booklet Unit 1: Making sense of other people:

- 1. Memory*
- 2. Stereotyping, prejudice and discrimination*
- 3. Non verbal communication*
- 4. Personality*
- 5. Research Methods*

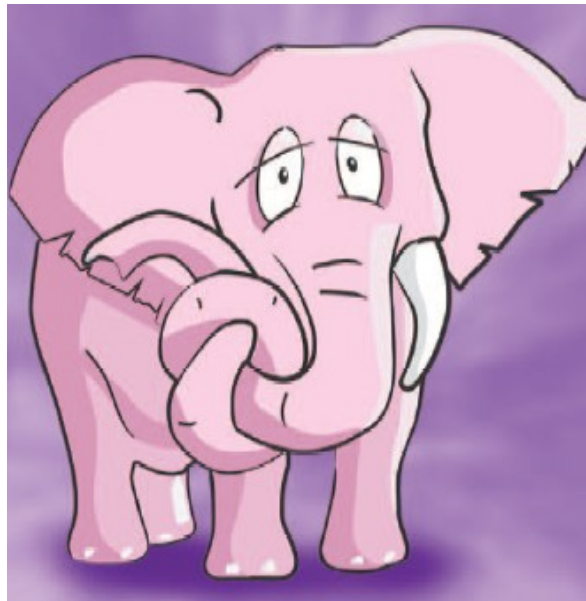
KEY TERMS

These terms are useful through out all of Psychology. They can be used to describe and evaluate theories and studies.

Term	Definition
Ecological Validity	
	Ability to establish a link between the independent variable and the dependent variable
Independent variable	
Dependent variable	
Sample	
	Ability to apply results to the target Population
Representative	
Reliability	
Practical Application	When a psychological concept has been applied to the real world to help people. This can be a treatment or to help them remember/ recall information etc.
Practical Implication	When a psychological concept has been applied to the real world to help people, BUT has issues surrounding it, this can include broken ethical guidelines.

Memory: The spec:

1. Processes of encoding, storage and retrieval.
2. The multi-store, reconstructive and levels of processing explanations of memory.
3. Description and evaluation of studies to investigate explanations of memory.
4. Explanations and studies of forgetting including interference, context and brain damage (retrograde and anterograde amnesia).
5. Eyewitness testimony
6. Description and evaluation of studies of factors which affect the reliability of eyewitnesses' accounts of people and incidents, including the research by **Loftus (1974)**, **Bruce and Young (1998)**.
7. Contemporary practical applications derived from the explanations of memory and forgetting and their benefits and drawbacks.



1. Processes of encoding, storage and retrieval.

2. Multi Store Model of Memory



Our memory has been compared to a camcorder due to the nature of how it works.

Multi store model

Research: Peterson & Peterson

A:

M

R:

C:

E: Controlled so we can establish a link between IV and DV, this is a strength. However, it is not a task true to real life and therefore lacks ecological validity, this is a weakness.

Encoding



Storage



Retrieval

Exam tip:

When evaluating a study make sure you state if it is a strength or weakness

APPLICATION

Short term memory can hold 7 chunks of information. This is useful piece of information for people who need to remember key pieces of information:

- 1) Car registration after a crash
- 2) Post code



1. Reconstructive Memory

2. Levels of Processing

Reconstructive memory (this is the same as constructive memory)

APPLICATION

This explanation helps us understand why individuals eye witness testimony may alter over time/ from person to person

Research: Bartlett: War of the Ghosts



Remember: **EXPLAIN**
your evaluation points

Levels of Processing

Shallow

Deep

Deepest

Research: Craik and Lockhart

APPLICATION

As semantic processing leads to better understanding/learning. While revising for a test if we understand what we learn we will remember it better!

1. Forgetting

- A. Interference
- B. Context
- C. Brain Damage

Task: Match the explanation of forgetting to the definition to the study,

Interference:

Context::

Brain Damage:

Due to damage to the brain people may be unable to learn new things. This is known as anterograde amnesia. People may also lose information for events before the brain damage occurred, this is known as retrograde amnesia

Things we learn influence each other. Information we have recently learnt can alter past memories (retroactive) OR old information can affect our ability to remember new information

The general setting/ environment where we learn information can influence our recall if we are in a different setting/ environment.

Godden and Baddeley:

A:

M:

R:

C:

E:

Advantage:

Disadvantage:

Russell and Nathan (KF)

A:

M:

R:

C:

E:

Advantage:

Disadvantage:

Underwood and Postman:

A:

M:

R:

C:

E:

Advantage:

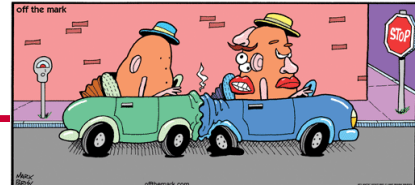
Disadvantage:

Remember: when you are asked to describe a study, it is not necessary to remember the psychologist who conducted the study, no marks are given for this.

Remember: However, the description of the study must be accurate.

1. Eyewitness

A persons interpretation of an event. There are factors that can influence this:



1. Leading Questions: A question that hints at the answer required (e.g. Did you enjoy watching TV last night?)

Loftus and Palmer:

Practical Application: Leading questions can change memory. Therefore, when police talk to a witnesses they should ask neutral questions to ensure the validity of the testimony

2. Unfamiliar Faces:

Bruce and Young:

No matter what our nationality is, we are much better at recognising faces of individuals from our own nationality.

Practical Application:

3. Context:

Geiselman et al:

Practical Application:

Check your understanding:

1 (a) The level of processing explanation of memory suggests that memory is based on how it is encoded .

- i. What is meant by the term 'encode'? (3 marks)
- ii. Describe one study in which level of processing was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn (4 marks)
- iii. Evaluate the study outlines in 1 (a) ii. (3 marks)

(b) i. Match the definition of forgetting to the correct term (3 marks)

New things that we learn can cause problems when we try to recall information that we learned before	
Old information causes problems when trying to recall new information	
Where we try to recall information depends upon where we learn it.	
Alterations to the brain cause problems recalling information	

- A: Context
- B: Retroactive Interference
- C: Brain Damage
- D: Proactive Interference

ii. Outline one study in which forgetting has been investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn (4 marks)

iii. Evaluate the study outlined in 1 (b) ii (3 marks)

(c) *Sonia was at her local bank when 3 armed men appeared taking all of the money from the bank and anyone in there. The police have asked her to go to the police station to make a statement about the incident.*

i. What one factors may influence eyewitness testimony. *Refer to the article* (2 marks)

ii. Outline one practical implication of using eyewitness testimony (3 marks)

(d) i. Explain the multi store model of memory (4 marks)

ii. Outline one practical application of the multi store model of memory (3 marks)

Stereotyping, Prejudice and Discrimination: The spec

1. Definitions of stereotyping, prejudice and discrimination.
2. Stereotyping as oversimplification, leading to positive and negative evaluations.
3. Description and evaluation of studies of prejudice and of discrimination, including the work of Adorno (authoritarian personality, including the F-scale), Tajfel (In-groups and Out-groups) and Sherif (Robbers' Cave) and inter-group conflict.
4. Explanations of prejudice and discrimination.
5. Ways of reducing prejudice and discrimination, using evidence from studies including the work of Sherif (1961), Aronson (1978),
 6. Elliott (1977) and Harwood (2003).
7. Evaluation of these ways of reducing prejudice and discrimination.
8. Contemporary practical implications of research into stereotyping, prejudice and discrimination and their benefits and drawbacks.



1. Stereotyping, prejudice and discrimination

	Definition	Example
Stereotyping		
Prejudice		
Discrimination		

As a stereotype is an oversimplification this can lead to positive or negative evaluations of people.
Positive: Overweight people are jolly
Negative: Overweight people are slob.

EXAM TIP: When definition a key term give an example as well to demonstrate your understanding.

Practical implications: Television programmes often demonstrate stereotypical behaviour. This is an issue as children observe and imitate these characters and therefore take on board the stereotypical views.
 Application: However, TV programmes are now starting to show children that they can peruse things they though they couldn't

Research: *Williams and Best OR Rubin et al!*

- Good points of stereotyping:
1. Helpful if we need to make a snap judgement of people.
 - 2.
 - 3.
 - 4.



1. Research investigating prejudice and discrimination.

Prejudice is having a set of attitudes/
believes about a group of people.
Discrimination is behaving in certain ways
towards people who hold prejudice views for

All old people are useless
and should not work in res-
taurants or shops as they
slow things down.

This is an example of:

Fred is 78, he went for a job in-
terview and didn't get the posi-
tion, he was told it was due to
having too much experience. Fred
didn't think this was the case.

This is an example of:

**Research in to PREJUDICE:
Barrett and Short**

1. Authoritarian Personality (ADORNO)

2. Scarce Resources (SHERIF)

Adorno wanted to find out why Nazi soldiers behaved how they did during WW2. It was suggested that it was due to German's having an authoritarian personality.

Authoritarian personality:

What factors did Adorno suggest make up this personality?

Adorno's research:

A:

M:

R:

C:

E:

Sherif believed prejudice occurred due to a lack of resources.

A:

M:

R:

C:

E:



1. In-group/ out-group

In-group: A group of people you believe you have something in common with.
For example:

Out-group: A group of people you believe you have nothing in common with.
For example:

Levine



Tajfel

A:

M:

R:

C:

E: *Tajfel used boys aged 14-15, we therefore cannot generalise findings to girls or other ages, this is a weakness.*

Groups had been artificially created so it does not reflect real life,¹³ this means it lacks ecological validity, this is a weakness.

1. Reducing prejudice and discrimination

A: Sherif
B: Aronson

RECAP:

- * Adorno believed we were more likely to be prejudice if we were brought up by strict, critical parents.
- * Sherif believed we are more likely to be prejudice if there is a lack of resources
- * Tajfel believed we were more likely to be prejudice as we favour our in group.

After **Sherif** created prejudice between the two groups, he then wanted to see if the boys could become friends. He arranged a joint activity for them such as going to the cinema, this did not work. He then set up a situation where they had to get their truck unstuck from mud, if they didn't they would miss dinner, this was successful.

Why was this successful?

Evaluation:

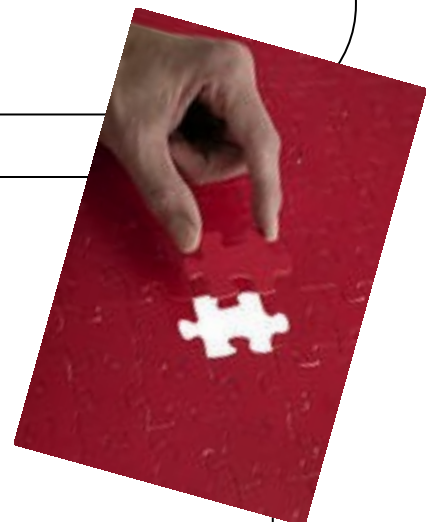
Aronson: Jigsaw Method

What is it?

Was it successful?

Why was it successful?

Evaluation: He found that it did lead to prejudice being reduced, but these reductions were not applied to settings other than the classroom they learnt it in!



1. Reducing prejudice and discrimination

A:Elliott

2. Practical Implications

The morning after Martin Luther King Jr was killed, Jane Elliott was teaching a class of white, 9 year olds. These children had never met anyone of a different colour to themselves. She decided that the only way to explain what had happened was to let the children experience what it felt like to be judged.



Elliott: Blue eyes/Brown eyes

Practical Implications:

(When a psychological concept has been applied to the real world to help people, BUT has issues surrounding it, this can include broken ethical guidelines).

Sherif: His theory might make sense, but it is difficult to put into practice. There may be tasks in everyday life where we have to work together, but how do we get different groups to join in?

Aronson:

Elliott:

Check your understanding:

2(a). Below are three statements, identify which is referring to prejudice, discrimination and stereotyping. (3 marks)

An overweight person not being allowed to work in a sport shop.	
All black people are fast runners.	
All nurses are women, it is very strange to see a male nurse.	

(b). Define what is meant by the term prejudice (2 marks)

(c) i. Outline Adorno's research into Authoritarian personality. Include in your answer the reason, method, results and conclusion (4 marks)

ii. Evaluate Adorno's research (3 marks)

iii. Give two factors that make up an authoritarian personality. (2 marks)

(d). Read the following statements and indicate if they are TRUE or FALSE (4 marks)

i. Elliott wanted to teach children how it felt to be judged based on physical appearance. T/F

ii. Sherif created the jigsaw technique T/F

iii. Elliott split the class in to groups of boys and girls, she favoured the boys the most. T/F

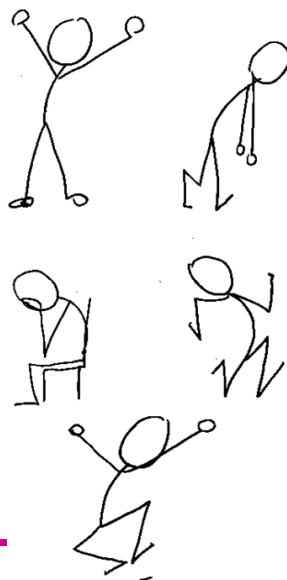
iiii. During the robbers cave experiment, children pulled together on a task, reducing prejudice. T/F

(e) Outline one practical application of attempting to reduce prejudice (3 marks)

(f) Outline one practical implication of attempting to reduce prejudice (3 marks)

Non Verbal Communication: The Spec

1. Distinctions between non-verbal communication and verbal communication, including paralinguistics (the vocal features that accompany speech, including tone of voice, emphasis and intonation).
2. Types of non-verbal communication, including; functions of eye contact (Argyle 1975); regulating the flow of information in conversation, providing feedback and expressing emotions, including pupil dilation. facial expression; categories of facial expression (surprise, happiness, fear, anger, sadness, interest, disgust). Facial expressions and the hemispheres of the brain Sackeim (1978). body language; posture (including postural echo, open and closed postures), gestures, touch.
3. Description and evaluation of studies of non-verbal communication and verbal communication, for example the work of Argyle, Alkema and Gilmour (1971).
4. Personal space: factors which affect personal space, including cultural norms, sex differences, individual differences and status.
5. Description and evaluation of studies of factors which affect personal space.
6. Contemporary practical implications of studies of non-verbal communication and their benefits and drawbacks.



1. Verbal and non verbal communication



Communication:
passing information from one person to another



Verbal Communication:
Conveying messages using words or vocal sounds.
For example:

Non- Verbal Communication: Conveying messages that do not require the use of words or vocal sounds
For example:

Paralinguistics: *vocal feature that accompany speech*
Davitz and Davitz

A:
M:

R:
C:

E: *Carried out in an artificial setting so lacks ecological validity, this is a weakness. However, it does help us understand how some people might misinterpret information.*

Tone of Voice: *The way words are spoken to convey a message*
Arglye, Alkema and Gilmour

1. Types of non-verbal communication

A. Eye contact

Eye contact: When two people in conversation are looking into each others eyes

According to Argyle eye contact helps to make the conversation flow smoothly, they give feedback about how you are being received by the other person and they can help you to express emotions

Research: Kendon OR Argyle OR Hess



Evaluation:

- 1) Asking people to get acquainted and then observing them is a very artificial situation and participants may have acted differently in a normal situation.
- 2) However, studies into eye contact has helped us understand the importance in maintaining conversation.

Research has shown that dilated pupils increase attraction in a person, however, participants could not explain why.

Practical implications: studies of eye movements in conversation help us to understand why we might feel uncomfortable talking to someone who either always looks at us, or never looks at us, this is because the flow of conversation is disrupted.

1. Types of non-verbal communication

A. Facial Expressions



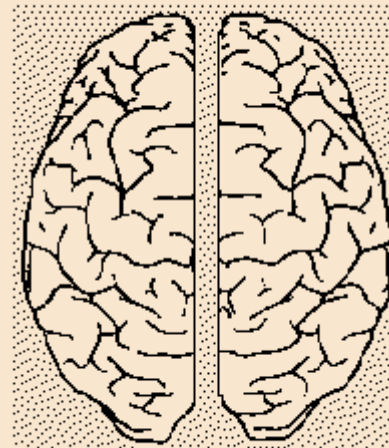
Categories of facial expression:

surprise,
happiness,
fear,
anger,
sadness,
interest,
disgust

Osgood found that the seven facial expressions mentioned above are recognised in most cultures. This indicates that they are inherited.

As humans our facial expressions can change very quick and may last for just 0.2 seconds, all this is controlled by the hemispheres of the brain.

Hemispheres of the Brain



left right

Sackeim

A:

M:

R:

C:

E: This is an artificial study and therefore lacks ecological validity, this is weakness. However, it was highly controlled meaning it is easily repeated and therefore reliable.

Practical Implications:

If facial expression is inherited, this means that it happens unconsciously and more likely to be truthful. If someone is saying happy thing with a sad face, chances are they are sad. People can therefore manipulate their facial expressions to make people believe they are in a certain frame of mind.

1. Types of non-verbal communication

A: Body Language

People who get on well together tend to copy each other's posture, this is known as *postural echo*.



Psychologists have suggested that how our posture is can be interpreted in different ways:

Open posture can indicate our approval or acceptance, *what is an open posture?*

Close posture can indicate rejection or disappointment, *what is a closed posture?*



Research: *McGinley OR McGinley, Lefevre and McGinley*

Practical implication: The study above highlights how important posture is. However, people may use their posture to their advantage. For example, counsellors might deliberately use postural echo to develop a closer relationship with their client. The implication for their clients is that they might give more information about themselves to the counsellor than they would normally.

Also, sales people may adopt an open posture in order to help them make a sale, the customer does not realise how they are being manipulated.

1. Verbal and non verbal communication

- A. Gesture
- B. Touch

Gesture:

Research: Lynn and Myneir



Touch: *a form of non verbal communication in which information is conveyed by physical contact between people.*

Research: Fisher, Rytting and Heslin

Practical Implications: A famous restaurant chain trains waiters and waitresses to squat down when taking orders to gain more tips. Unsuspecting customers probably see this as a friendly gesture, but they have other motives, and that is to increase the tips they receive.

1. Personal Space

The distance that feels _____ between you and the other person is known as _____. The distance varies on the _____ you are in. Factors that _____ personal space include _____ differences (being either male or female), _____ differences (what makes us unique), _____ norms (behaviours that are unique to our social group) and _____ (a person's rank in society).

sex *personal space* *statusfemale* *unique*
influence *comfortable* *circumstances*
individual *cultural*

Research 1:

Research 2:

Remember to evaluate!

Two of the following:
Argyle and Dean/
Willis/ Williams/
Summer/ Zahn

Practical application 1:

Practical application 2:

Practical application 3

Check your understanding

- 3.(a) i. Define the term non-verbal communication (2 marks)
ii. Below are pictures of people's faces. What expressions are they demonstrating? (4 marks)



- (b) Identify two functions of posture (2 marks)
- (c) i. Describe one study researching eye contact. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn, (4 marks)
ii. Evaluate the study outlined in (c)i (3 marks)
- (d) Outline two practical implications of non-verbal communication (4 marks)
- (e) Describe and evaluate one study investigating personal space. Use continuous prose (6 marks)
- (f) Define the term paralinguistics (2 marks)

Personality: The spec

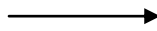
1. Definition of personality, including temperament.
2. Description and evaluation of studies of temperament, including the work of Thomas (1977), Buss & Plomin (1984), and Kagan (1991).
3. Eysenck's type theory (1952); extraversion, introversion, neuroticism.
4. Personality scales, including EPI (1964) & EPQ (1975).
 5. Evaluation of Eysenck's type theory.
6. Antisocial Personality Disorder (APD); characteristics of APD (DSMIV 2008) causes of APD; biological: the role of the amygdala, including the work of Raine (2000). situational: including the work of
 7. Farrington (1995), and Elander (2000).
8. Description and evaluation of studies of the causes of APD.
 9. Implications of research into APD.



1. Personality and Temperament

A. Thomas, Chess and Birch

Personality: the thoughts, feelings and behaviours that make an individual unique. This develops over years and can alter based on experience.



Temperament:

Thomas, Chess and Birch

Evaluation:

- This is a longitudinal study, why is that a good thing?
- Children were from middle-class families in New York, why is that a bad thing?
- Parents may have been biased in their answers, why is that a bad thing?

1. Temperament

- A. Buss and Plomin
- B. Kagan and Snidman

Buss and Plomin:

Aim: To test the idea that parts of personality (temperament) is innate (we are born with it)

Kagan and Snidman:

Aim: To investigate whether temperament is due to biological differences.

1. Eysenck

Eysenck believed that there are different personality types and for each personality type there are associated traits. The personality type he identified include:

Extroversion

Introversion:

Neuroticism

I like to spend time alone and have a very small number of friends. I get annoyed when things are not organised and my routine is ruined.
PERSONALITY TYPE:

I get irritated easily and worry about everything. I am very quiet and lose my temper very quickly. I am not confident in myself or what I do.
PERSONALITY TYPE:

I enjoy spending time with others, I am the life of a party and have many friends. I have been called a practical joker because of all the pranks I play.
PERSONALITY TYPE:

Evaluation:

- He only used soldiers:
- He only describes a small number of personality types:
- He used a questionnaire to gather data:

Eysenck:
Aim:

Method:

Results:

Conclusion

1. Eysenck

- A. EPI
- B. EPQ

Eysenck's Personality Inventory (EPI)

This is a scale to measure extroversion-introversion and neurotic-stable. It is made up of yes/no responses and the answers provided dictate an individual's personality. The two dimensions are not related therefore a person can be identified as a neurotic extrovert/ stable extrovert etc.

Eysenck's Personality Questionnaire (EPQ)

Psychoticism: A third dimension identified by Eysenck. People who score high on this are hostile, aggressive, insensitive and cruel.

Males are more likely than females to score highly in psychoticism. This is due to an increased level of testosterone.

1. Antisocial Personality Disorder



People with APD do not have poor social skills. It is a condition in which the individual does not use socially acceptable behaviour or consider the rights of others.

These people ignore the law, lie and steal. They cannot hold down a job and meet responsibilities. Despite being witty and charming they have few friends.

3% of males and 1% of females have APD with 75% of the prison population suffering from the disorder.

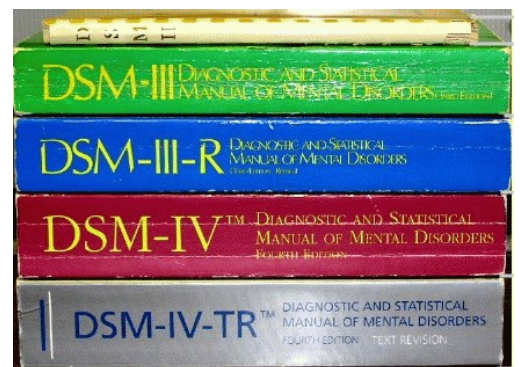
APD is diagnosed in The Diagnostic and Statistical Manual of Mental Disorders (4th ed)-DSM-IV. This covers all mental health disorders.

APD cannot be diagnosed until the individual is:

Patterns of APD behaviour have to be seen from the age of:

To be diagnosed the individual will show 3 or more of the following:

- 1.
- 2.
- 3.
- 4.
- 5.



1. Antisocial Personality Disorder

- A. Biological causes
- B. Situational causes

Biological causes: Some researchers believe APD is caused by abnormalities in the brain, mainly in the amygdale. The amygdale is the part of the brain responsible for emotion. It also responds to sad and fearful facial expressions in others.

People with APD have an abnormal amygdale and therefore do not learn to avoid behaviour that harms other people as they are not influenced by the distress shown by others.

Raine et al:

A:

M:

R:

C:

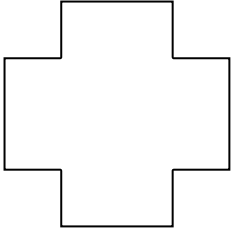
E:

Situational causes:

Farrington:

Elandor:

- 1. Practical Applications of APD**
- 2. Practical Implications of APD**



Applications:

1. If APD has a biological cause we can help treat people and give them a better quality of life.
2. If APD has a situational cause we can help at risk groups to make them aware of the consequences of APD.

Implications:

1. As the cause of APD isn't 100% situational/ biological it makes treatment difficult
2. If APD is biological it cannot be prevented.
3. Treatment for APD with drugs has proven ineffective.
4. Identifying at risk groups may lead to prejudice in societies and over-looking other groups who may develop APD
5. If APD is biological it gives people who are cruel and break the law an excuse to do so, *'I cant help it, it is in my DNA'*



Check your understanding

- 4 (a) i. Define the term extravert (2 marks)
ii. Define the term introvert (2 marks)
- (b) i. Describe and evaluate Eysenck's personality research (6 marks)
ii. What is the EPI? (3 marks)
iii. Evaluate the EPI (3 marks)
- (c) i. What is the DSM-IV? (2 marks)
ii. Outline three characteristics of Antisocial Personality Disorder (3 marks)
iii. Explain biological causes of Antisocial Personality Disorder (3 marks)
iv. Outline two practical implications of research into Antisocial Personality Disorder (4 marks)
- (d) i. Describe one study investigating situational causes of Antisocial Personality Disorder (4 marks)
ii. Evaluate the study outlined in (d)i (3 marks)
- (e) i. What is meant by the term temperament (2 marks)
ii. Outline one study investigating temperament (4 marks)
iii. Evaluate the study outlined in (e)ii (3 marks)

Research Methods: The spec

1. The use of scientific methods and techniques which aim for objectivity.
2. Formulation of testable hypotheses to promote enquiry.
3. Procedures for the experimental method of investigation: independent and dependent variables.
4. Advantages and disadvantages of this method of investigation (including ecological validity).
5. Experimental designs: independent groups, repeated measures, matched pairs. Advantages and disadvantages of each experimental design.
6. Target populations, samples and sampling methods: random; opportunity; systematic; stratified. Advantages and limitations of each sampling method.
7. The use of standardised procedures, identification and control of extraneous variables, instructions to participants.
8. Random allocation, counterbalancing and randomisation.
9. Calculations, including mean, mode, median, range and percentages. Anomalous results and their possible effects.
10. Graphical representations, including bar charts.
11. Research in natural and experimental settings, including advantages and limitations of each.
12. Candidates should demonstrate knowledge and understanding of: ethical issues in psychological research as outlined in the British Psychological Society guidelines ways of dealing with each of these issues.



1. Scientific method

Many psychologists believe that studies of human behaviour should be carried out in scientific settings whenever possible. This means the researcher will follow the procedures that have been used by all scientists.

Key Terms

Term	Definition
Aim	
Hypothesis	
Independent variable	
Dependent variable	

A: Identify the independent variable and dependent variable in the following aims:

1. Do different genders have different levels of aggression?
2. Are old people happier than young people?
3. Does exercise increase self esteem?

B: Write a suitable hypothesis for the 3 scenarios about:

- 1.
- 2.
- 3.

1. Scientific method

A. Conditions

B. Experimental DESIGN

In an experiment you have two conditions:

1. **The experimental condition**, this is where you manipulate the IV and measure the DV.

2. **The control condition**, this is where there is no manipulated IV but you still measure the DV.

■ *An experimenter wants to see if drug X improves sport performance. One group are given the drug, another are given a placebo. Both groups are tested for athletic ability.*

Identify the experimental condition:

Identify the control condition:

Experimental Design:
How the participants are grouped in the investigation

Experimental Design	Definition	Advantage	Disadvantage
Independent groups			There are different people in two conditions so the results may be different due to participant variables
Repeated groups	Participants take part in both conditions		
Matched pairs		Participants are matched so there is a reduction in participant variables so results can be compared	

1. Scientific method

A. Procedures

An experiment is a carefully organised procedure and therefore needs a standardised procedure. *What is meant by 'standardised procedure' and why is this important.*

What are extraneous variables and how might they influence the results?

Participant instructions:

The information given to participants might effect the results, they must therefore be kept constant. This is usually done in three stages:

Briefing:

Standardised instructions:

Debriefing:

Randomisation

Counterbalancing

Random allocation

1. Advantages and disadvantages of experiments

EXAM TIP: When giving advantages and disadvantages of experiments you must:

1. State what the advantage or disadvantage is
2. Define it
3. Say why it is good or bad

Key terms:

Ecological validity: How true to real life the study is. Can we generalise to real life?

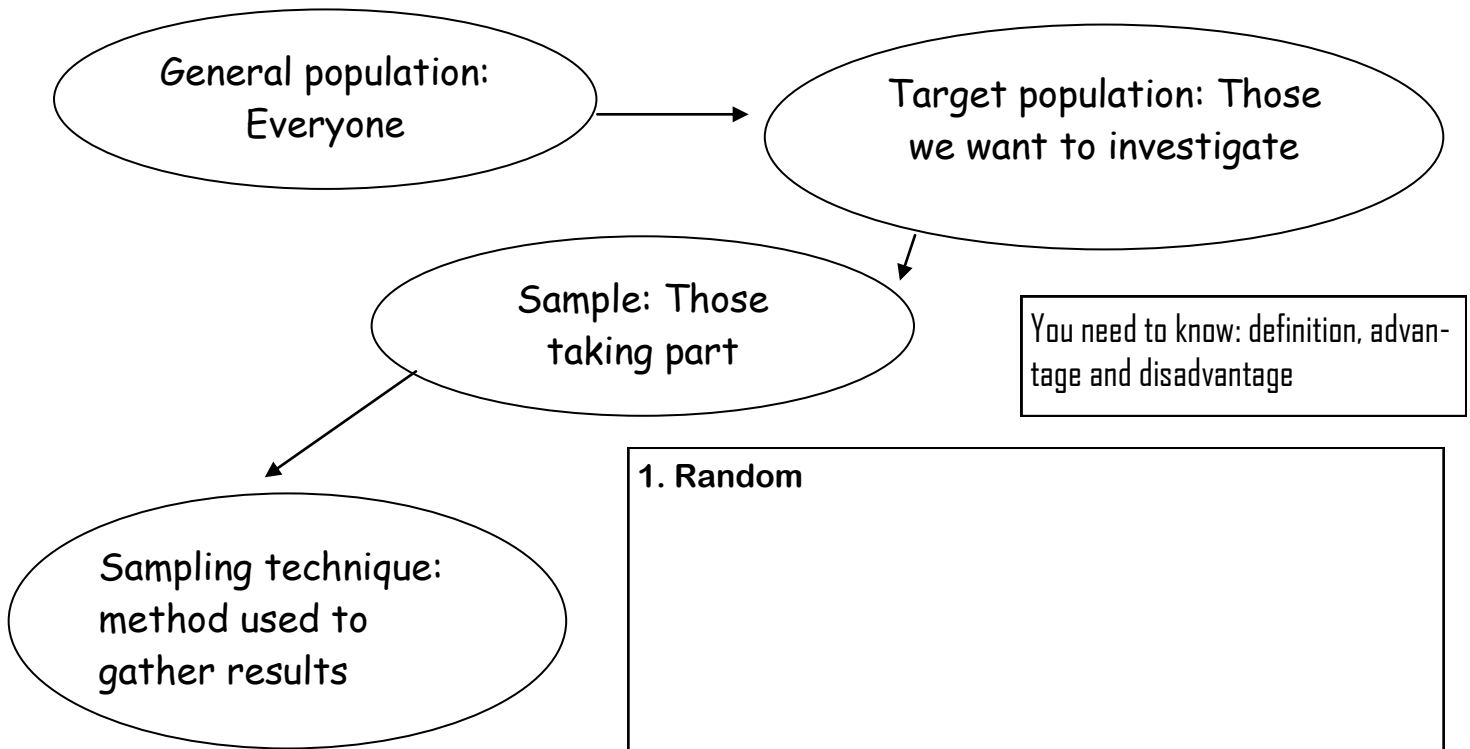
Internal validity: How controlled the study is, does the test measure the DV or something else?

Reliable: If the study is repeated we can gain consistent results.

Objective: Data that is based on numbers/facts and not influenced by bias/opinions.

Experiment type	Definition	Advantage	Disadvantage
Laboratory	Carried out in an artificial setting, the independent variable is manipulated		
Field	Carried out in a natural setting but the independent variable is still manipulated		
Natural	Carried out in a natural setting, the independent variable is naturally occurring		

1. Sampling



1. Random

3. Systematic

2. Opportunity

5. Volunteer

4. Stratified

1. Calculations and graphs

Calculations: *task: write how each is calculated and complete the example*

Mean:

E.g: 6, 5, 5, 7, 8, 15, 4, 5, 7, 5, 6.

Mode:

E.g: 12, 13, 12, 14, 13, 14, 14, 12, 12, 25

Median:

E.g: 6, 5, 5, 7, 8, 15, 4, 5, 7, 5, 6.

Range:

E.g: 12, 13, 12, 14, 13, 14, 14, 12, 12, 25

Percentages

E.g 13 out of 57 boys like sprouts

Anomalous results

An extremely high or low number that does not match the other results in a set of scores.

How might this impact the results?

Bar Chart

Line graph

Sketch an example of a bar chart and line graph.

1. Ethics

The British Psychological Society govern the ethical guidelines for psychologists in Britain.

Ethical issues: points of concern about what is morally right.

Ethical guideline	Definition	Why it might get broken	Way of dealing with guideline if broken
Informed consent			Ask participants after the study for their consent
Protection from harm	Ensure participants safety is important, both physically and psychologically		
Confidentiality		It may be easy to guess where participants are from based on information in the research	
Right to withdraw			
Lack of deception		To reduce demand characteristics	

Check your understanding

A psychologist wanted to see if exercise affects self esteem.

*Group A: 10 people who attended a local gym were asked to take part.

*Group B: 10 people who were in a coffee shop were asked to take part.

All participants were given a self esteem questionnaire and scores were calculated.

- 5(a) Write a suitable hypothesis for this experiment (2 marks)
- (b) Identify the experimental design in this experiment (2 marks)
- (c) The dependent variable in this experiment was the self esteem score, what is the independent variable? (1 mark)
- (d) i. Identify the sampling method used (1 mark)
- ii. Outline one advantage of the sampling technique used (3 marks)
- iii. A disadvantage of using a stratified sample is that it is not representative of the population: T/F (1 mark)
- (e) i. Identify one ethical issue the psychologist should have considered before conducting his experiment. (1 mark)
- ii. Outline one way the psychologist could have dealt with the ethical issue you have identified in your answer to (e)i. (2 marks)
- (f) Define the experimental design: repeated measures (2 marks)
- (g) i. Outline one advantage of using the experimental method (2 marks)
- ii. Outline one disadvantage of using the experimental method (2 marks)
- (h) The psychologist created standardised instructions, why was this needed? (2 marks)