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| **Grade** | | | **Criticisms of the Multi-Store Model** | | |
| **E GRADE ANSWER** | **C GRADE ANSWER** | **A GRADE ANSWER** | **Must Know** | **Must Know** | **Could Know** |
| **Reductionist** | **Cannot Explain Individual Differences** | **Deterministic** |
| P: One limitation of the biological approach is that it is reductionist. | P: Furthermore, another issue with the biological approach is that it cannot explain individual differences. | P: Another issue with the biological approach is that it is deterministic. |
|  | E: This is because it reduces the complexity of gender roles down to the role of chromosomes and hormones. | E: This is because all men are biologically similar and all women are biologically similar, yet the two sexes can show a different range of behaviours. | E: This is because it argues that gender roles are ‘fixed’ and that they are innate and born within us. |
| E: This is an issue because gender roles maybe learnt. For example, a young boy may be socialised by his parents into a masculine gender by playing with the action figures they have given him. Or a young girl may imitate her mother as she is her role model. | E: This is an issue because if all men have the same chromosome patterns and have the same levels of testosterone, how can the biological approach explain why one male may act masculine and another one act feminine? It must be due to individual differences and the psychological aspect of gender development instead. | E: This is an issue because the approach does not consider the choice that people have in their gender development. |
|  | L: As a result, the biological approach is considered an inadequate explanation as a core theory into explaining the development of gender roles. | L: Consequently, the biological approach lacks explanatory power in explaining gender development. | L: Consequently, the explanatory power of the biological approach is reduced in explaining gender development because it does not consider the idea of ‘free will’. |
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| **Grade** | | | | | | **Criticisms of The Behaviourist Theory** | | | | | |
| **E GRADE ANSWER** | | **C GRADE ANSWER** | | **A GRADE ANSWER** | | **Must Know** | | **Must Know** | | **Could Know** | |
| **Phobias without Experience** | | **Social Learning** | | **Ignores Thought Processes** | |
| P- A criticism of the behaviourist explanation of atypical behaviour is that it cannot explain how some people have phobias of objects and situations that they have no direct experience of. | | P- Another criticism of the behaviourist explanation of atypical behaviour is that phobias can be learnt through indirect experiences such as social learning. | | P- One criticism of the behaviourist theory of atypical behaviour is that it only focuses on behaviour and ignores the mind and thinking behind behaviour. | |
|  | | E- For example, a number of British people have a phobia of snakes even though they are unlikely to have come across one. | | E- For example, people can learn their phobias from imitating and observing their role models. | | E- For example, two people may have been attacked on a dark night. One person may think about it rationally and realise that they are unlikely to be a victim of an attack again. However, another person may think irrationally, decide they are likely to get attacked again and may develop a phobia. | |
| E- This suggests that some phobias are more to do with nature rather than nurture and people are simply born with them. | | E- If a parent hides under the stairs during a thunderstorm, a child may copy this behaviour and develop a phobia of storms too. The child has not formed a phobia through association but through social learning. | | E- This suggests that two people can have the same experience but may not form the same associations, so the thinking behind behaviour is important. | |
|  | | L- This weakens the credibility and explanatory power of the behaviourist explanation of atypical behaviour. | | L- This weakens the credibility of the behaviourist theory for explaining atypical behaviour. | | L- This weakens the credibility of the behaviourist theory for explaining atypical behaviour. | |
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| **Grade** | | | | | | **Criticisms of the Biological Theory** | | | | | |
| **E GRADE ANSWER** | | **C GRADE ANSWER** | | **A GRADE ANSWER** | | **Must Know** | | **Must Know** | | **Could Know** | |
| **One Single Gene?** | | **Crime is Social Constructed** | | **Reductionist** | |
| P: One issue with the biological theory of criminal behaviour is that it is **too simplistic**. | | P: Another problem with the biological theory of criminal behaviour is that it ignores the fact that crime is **relative** to **time and culture**. | | P: A major issue with the biological theory of criminal behaviour is that it is **reductionist**. | |
| E: This is because there **cannot be one criminal gene** that accounts for all criminal behaviour. | | E: For example, a person may be considered criminal if they helped a person die in the **UK** but not if they helped a person die in the **Netherlands**. | | E: This is because it **reduces** the complex behaviour of criminals down to **single genes or differences in brain functions**. It **does not take into account the influence of the environment** on criminal behaviour. | |
|  | | E: For example, the same gene cannot be responsible for violent crimes such as **rape**, for intellectual crimes such as **fraud** and for crimes against property such as **theft**. | | E: This is an issue because it is obvious that their **genetic make-up cannot change between cultures**! | | E: For example, the fact that crime can be **seen to run in families** can equally be explained by the theory that **children learn their criminal behaviour from their parents** and others around them. | |
|  | | | | L: This therefore **reduces the applicability** of the biological approach in its attempt to account for criminal behaviour as it cannot be applied to all types of crime. | | L: This suggests that the biological approach does **not offer a full account** of criminal behaviour. | | L: This questions the overall **credibility** of the biological assumptions. In order to fully understand the complexity of criminal behaviour, **we must take into account the role of both nature and nurture**. | |
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| **Grade** | | | **Criticisms of the Constructivist Theory** | | |
| **E GRADE ANSWER** | **C GRADE ANSWER** | **A GRADE ANSWER** | **Must Know** | **Must Know** | **Could Know** |
| **Perceiving the world as others do:** | **Newborn Babies’ Perceptions** | **Optical Illusions** |
| P: One major issue with the constructivist theory is that if perception is so heavily based on individual experiences, then why do people tend to perceive the world in a similar way? | P: A further limitation of the constructivist theory is that it cannot account for newborn babies’ ability to perceive the world. | P: Another weakness of the constructivist theory is that the effect of illusions actually questions rather than supports constructivist theory. |
| E: For example, only rarely do we disagree with people about what we see in front of us. | E: For example, there have been a number of studies carried out on newborns which show that they have some perceptual abilities early on. Babies as young as two months appear to recognise faces and complex patterns, and six-month-olds will not crawl over an imaginary cliff edge, despite their limited experience of the environment. | E: For example, every time we perceive illusions such as the Necker Cube, we constantly experience the switching between the two perceptions. |
|  | E: This is an issue because if we do see the world in similar ways, then this suggests that most information is coming from the environment and not ‘down’ from our minds. | E: This is an issue because according to the constructivist theory, this would be impossible as babies have such limited experiences of the world around them. | E: This is an issue because if we think about it logically, then we should not fall for the same illusion time and time again. If perception is about experience we should learn not to be fooled by an illusion the second time around. |
|  | | L: This therefore reduces the overall credibility of the claim that we construct our perceptions. | L: This therefore suggests that the constructivist approach to perception lacks explanatory power. | L: As a result this casts doubt over the credibility of the claims the constructivist approach to perception makes. |
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| **Grade** | | | **Criticisms of Piaget’s Theory** | | |
| **E GRADE ANSWER** | **C GRADE ANSWER** | **A GRADE ANSWER** | **Must Know** | **Must Know** | **Could Know** |
| **Contradictory Evidence** | **Ethnocentric** | **Reductionist** |
| P: One issue with Piaget’s Theory of Cognitive Development is that there is empirical evidence that dispute its claims. | P: A criticism of Piaget’s Theory of Cognitive Development is that the evidence used to create the theory is ethnocentric. | P: A limitation of Piaget’s Theory of Cognitive Development is that it is reductionist. |
| E: For example, some researchers argue that only 50% of adults in fact make it to the formal operational stage of thinking. | E: For example, he conducted research on his own children to create the theory. His children were French and hence grew up in a European culture. | E: This is because it reduces the complex process of cognitive development down to simply an automatic biological process. |
|  | E: This suggests that there is no guarantee that people develop through all of the stages, as the theory proposes. | E: This is an issue because further research has established that not all children develop in the same way everywhere. Aboriginal Children develop concrete operational thinking (which is useful for physical survival) earlier than European children. | E: For example, Piaget believed that all children will develop through the cognitive stages, however, he fails to consider the role that parents and other people play in a child’s intellectual development. Many parents invest a lot of time and effort into developing their child’s thinking and so can ‘hothouse’ children so they develop at a quicker rate. |
|  | | L: As a consequence, this weakens the credibility of Piaget’s theory. | L: As a result, there is a huge flaw in the evidence for Piaget’s theory and this therefore reduces the credibility of the theory as a whole. | L: Consequently, this reduces the explanatory power of Piaget’s theory, a more integrationist approach must be taken to fully account for cognitive development. |
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| **Grade** | | | **Criticisms of Core Theory: Social Learning Theory (SLT)** | | |
| **E GRADE ANSWER** | **C GRADE ANSWER** | **A GRADE ANSWER** | **Must Know** | **Must Know** | **Could Know** |
| **Doesn’t explain why certain examples of NVC persist even when punished** | **Reductionist** | **The role of the same environment** |
| P: One weakness of SLT is that it struggles to explain why certain examples of non-verbal communication may persist even when they have been punished. | P: A further issue with the social learning theory as an explanation of non-verbal communication is that it is reductionist. | **P:** A criticism of Social Learning Theory is that it cannot really explain why children brought up in the same environment can have quite different ways of communicating non-verbally. |
| E: For example, a person may be beaten up for a rude hand gesture towards another person but still use that gesture. | E: This is because it reduces the complex behaviour of NVC down to simply observation, imitation and reinforcement. | **E:** For example, two brothers raised by the same parents, in the same community, with the same influences, can have every different ways of expressing themselves. One boy may hide his head with his hand when he is upset, whilst the other may lash out and frown. |
|  | E: This is an issue because SLT argues that punishment reduces the chances of a certain behaviour occurring again, we wouldn’t expect behaviour resulting in punishment (rude gestures) to be repeated. | E: This is an issue because there is evidence that nature and biology has at least some influence on non-verbal communication. Just as there are cultural variations in non-verbal communication, there are also gestures and expressions which appear to be universal and therefore innate. These include smiling to show pleasure, crying to show distress, shrugging as a defence and blushing for embarrassment. | **E:** If NVC was simply a result of learning then everybody brought up in the same circumstances should communicate in the exact same manner. |
|  | | L: This therefore reduces the explanatory power of SLT as it suggests that it cannot entirely explain NVC as it doesn’t explain why we continue to engage in behaviour we see others punished for. | L: This suggests that these examples of non-verbal communication are a product of human nature rather than nurture which reduces the explanatory power of SLT. | **L:** This is clearly not the case and therefore reduces the credibility of SLT as it cannot entirely explain NVC. |

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| **Grade** | | | **Criticisms of Core Theory: Humanistic Theory (AO2)** | | |
| **E GRADE ANSWER** | **C GRADE ANSWER** | **A GRADE ANSWER** | **Must Know** | **Must Know** | **Could Know** |
| **Many of the ideas presented by the theory are vague and difficult to measure objectively** | **It is not scientific enough and not representative** | **The humanistic theory of self ignores genetic evidence** |
| P: One weakness of the humanistic theory of self is that it is too subjective | P: A further issue with the humanistic theory of self is that the theory is not very scientific and not representative. | **P:** A criticism of the humanistic theory of self is that it ignore possible genetic factors. |
| E: This is because by its very nature, the humanistic theory is all about the self and is too vague and difficult to measure objectively. | E: This is because the theory is largely based on Roger’s own research and the ideas are difficult to test and to measure. | E: For example, there is a heavy focus on influence from our environment (nurture). The theory believes that it is only the influence of others that allows us to be able to fully self-actualise. |
|  | E: This is an issue because people cannot easily study ‘yourself’ so it becomes difficult to establish what a person’s ‘ideal self’ is or how much they have ‘self-actualised. It is not a very scientific theory. | E: This is an issue because although Rogers and other humanists would not want to be seen as scientific as they do not believe people should be studied scientifically, we cannot generalise any of the ideas to everybody because there is too much focus on individuality. | E**:** As a result, any consideration of genetic factors being responsible for the self is ignored. Other psychologists believe that 20 to 60 per cent of a person’s intellectual, emotional and social development comes from genetic factors. |
|  | | L: This therefore reduces the explanatory power of the humanistic theory of self. | L: This therefore reduces the credibility of the humanistic theory of self and Roger’s research as it is not representative of every individual. | **L:** This therefore weakens the explanatory power of the humanistic theory of self. |

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| **Grade** | | | **Criticisms of the Multi-Store Model** | | |
| **E GRADE ANSWER** | **C GRADE ANSWER** | **A GRADE ANSWER** | **Must Know** | **Must Know** | **Could Know** |
| **ROLE OF REHEARSAL** | **TOO SIMPLE** | **IGNORES INDIVIDUAL DIFFERENCES** |
| P: A further issue with the MSM is that the model over-emphasises the role of rehearsal. | P: Another weakness of the MSM is that it oversimplifies the LTM. | P: One criticism of the MSM is that it is too rigid and ignores individual differences. |
|  | E: This is because evidence suggests that not all information in the LTM has to be rehearsed. | E: This is because evidence suggests there may be different types of LTM stores (one for facts, another for procedures). | E: This is because it assumes that each person’s memory system has the same structure. |
| E: For example, we may rehearse something like a telephone number or a person’s name to help us remember it. However, do we really rehearse smells and tastes to store them in LTM? | E: For example, Clive Wearing’s damaged memory demonstrates this. He cannot remember any autobiographical events since his brain damage; however he can remember how to play the piano to concert orchestra standards. | E: For example some people may have a much better memory than others. This theory does not account for variations between people. |
|  | L: Consequently, this suggests that MSM may not be a full explanation of human memory. | L: This evidence weakens the MSM as an explanation of human memory. | L: As a result, this casts doubt over the credibility of the theory in explain human memory. |
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