**Holyport College Sixth Form**

**Year 11 Transition Work**

# PSYCHOLOGY

# Task 1: Approaches in Psychology

# Psychodynamic Approach

The Psychodynamic approach is most associated with Sigmund Freud (though several post-Freudians were influenced by and expanded upon many of Freud's idea). Freud emphasised the influence of the unconscious mind on behaviour, alongside development of his person centre therapy psychoanalysis. He argued that physical problems could be explained in terms of conflict with the mind.

**Part 1: The structure of personality:**

**Summarise in a sentence…**

ID:

_____

_____

EGO:

_____

_____

SUPEREGO:

_____

_____

**Apply it:**

You need to get your psychology homework done tonight but your friends have just invited you to a party. What would ID, EGO and SUPEREGO suggest you do in the following situation.?

ID:

_____

_____

EGO:

_____

_____

SUPEREGO:

_____

_____

Defence Mechanisms: How we balance the conflict between the id and superego.

| | |
|---|---|
| Repression | Forcing a distressing memory out of the conscious mind |
| Denial | Refusing to acknowledge some aspect of reality |
| Displacement | Transferring feelings from the true sources of distressing emotion onto a substitute target |

**Apply it:** Match each example below to a defence mechanism listed in the table on the previous page.

a) Continuing to turn up to work even though you have been sacked

b) An individual forgetting the trauma of their favourite pet dying

c) Slamming the door after a row with your parents.

**Part 2: Psychosexual stages:**

**Summarise the Psychosexual stages:**

| Stage | Description of stage |
|---|---|
| | |
| | |
| | |
| | |
| | |

**Apply it**: Briefly summarise the study of Little Hans

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How is this linked to the Oedipus complex?

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# Behaviourist Approach

The behaviourist approach emerged at the beginning of the 20th century and became the dominant approach in Psychology for half of that century. It is also credited as being the driving force in the development of psychology as a scientific discipline.

**Part 1: Classical conditioning**

Summarise in a sentence what this is….

_____

_____

**Apply it**: Shortly after eating breakfast with coffee, a traveller is sea sick during a ferry crossing. Following this the smell and taste of coffee induce nausea. Use your knowledge of classical conditioning to explain why this happens.

**Before Conditioning:** _____ □ _____

Unconditioned stimulus □ unconditioned response

_____ is the neutral stimulus that produces no response

**During Conditioning:** _____ + _____ □ _____

Unconditioned stimulus + neutral stimulus □ unconditioned response

**After Conditioning:** _____ □ _____

Conditioning stimulus □ conditioned response

**Part 2: Operant conditioning**

Explain the difference between positive and negative reinforcement.

_____

_____

_____

_____

The Skinner Box:

Skinner conducted experiments with rats and sometimes pigeons, in specifically designed cages called Skinner Boxes. Every time the rat activated a lever within the box it was rewarded with a food pellet. After many repetitions the animal would continue to perform the behaviour.

Skinner also showed how rats and pigeons could be conditioned to perform the same behaviour to avoid an unpleasant stimulus, for example an electric shock.

**Apply it:**

Which aspect of operant conditioning does paragraph 1 illustrate?

Which aspect of operant conditioning does paragraph 2 illustrate?

# Cognitive approach.

The cognitive revolution came with the introduction of the digital computers. It was developed in the 1960's as a response to the 'behaviourists' failure to acknowledge mental processes. The digital computer gave psychologists a metaphor for the operations of the human mind.

**Define the terms**:

Inference:

_____

_____

Schema:

_____

_____

**Apply it:** Explain the role of the schema in helping you make sense of the information below.

Evrey gnereation gtes the mosnter it deserevs as the reprsenetaiton of its depeest faers. tdoay's zombeis, who are usulaly infetced in thier thuosanads, repersent our mdoren faer of contgauiuos disesaes, uncnotroled medcial tehconolgoy and scoial colalpse. Zombeis are lniked, in our cutlure, with daeth and we probalby evovled to aviod daed and disesaed bodeis to aviod infdetoin, acrodnig to Lynn Alden, a profsesor at the Univrestiy of Brtsiih Colmobia. "But its one thnig to aviod a cosrpe taht ins't movnig and qiute antoehr wehn tehy strat chasnig you!"

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_____

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_____

# Social Learning Theory

Around the time of cognitive revolution, Albert Bandura proposes the Social Learning Theory as a development of the behaviourist approach. He argues that classical and operant conditioning could not account for all human learning – there are important mental processes that bridge between stimulus and response.

**Define the key terms**

| | |
|---|---|
| Vicarious reinforcement | |
| Identification | |
| Imitation | |
| Model | |

**Apply it:** Mrs Hill is a secondary school teacher. She notices that some of the students in her class constantly call out answers without raising their hands, which ruins the learning for other students.

How might Mrs Hill use vicarious reinforcement to change the behaviour of these students?

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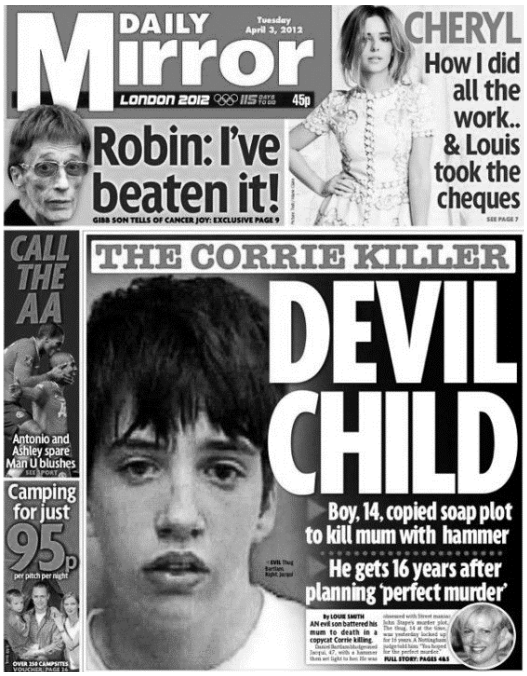
_____

_____

**Apply it:** Badura's Bobo doll experiments have implications for the media – are children, and indeed some adults influenced by the violence and aggression they see on television, in movies and video games? There have been many incidences of copycat killing where perpetrators have said they were inspired by violent TV and films.




Using Social Learning principles explain why media may potentially have a negative impact on children's behaviour.

# Biological Approach

In the 1980's the biological approach begins to establish itself as the dominant scientific perspective in psychology. The is due to advances in the technology that have led to increased understanding of the brain and biological processes.

**Part 1: Genetics**

**Define:**

| | |
|---|---|
| Genotype | |
| Phenotype | |
| Monozygotic twins | |
| Dizygotic twins | |

**Apply it:**

Sam and Dan are identical twins who were separated at birth. When they met each other at the age of 18 they are surprised by their slight differences in looks and huge differences in personality. Sam is much more outgoing than Dan who has always been rather shy.

Using your knowledge of genotype and phenotype to explain the differences in their personality.

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_____

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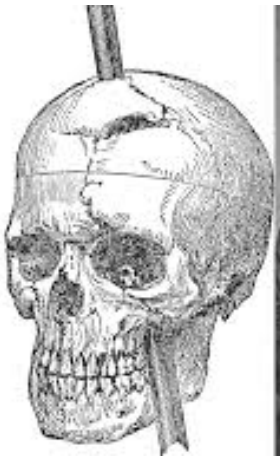
_____

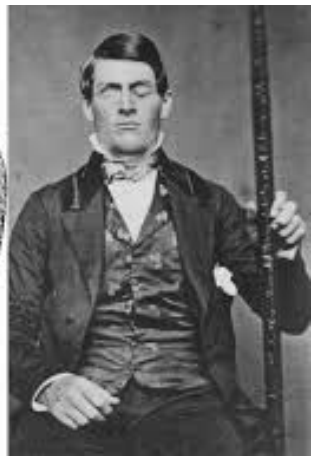
**Part 2: Biological Structures**

Summarise the role of each lobe of the brain in our behaviour.

| | |
|---|---|
| Temporal lobe | |
| Parietal lobes | |
| Occipital lobe | |
| Frontal lobe | |

**Apply it:**





Phineas Gage, a polite, thoughtful and well-respected rail worker became the first person to provide evidence that damage to the brain could affect our behaviour. Gage survived a freak accident (1848) when the iron rod he was using to compress dynamite into rock blew back. The rod entered just under his left eye, continuing through his frontal lobe and then landing over 10 metres behind him. Gage made a miraculous recovery from the accident with very little effect on his mental and physical health. His behaviour however, changed dramatically.

Explain the behaviour changes that we may have seen in Phineas Gage?

_____

_____

_____

_____

_____

**Part 3: Neurochemistry**

Describe the difference between excitatory and inhibitory neurotransmitters.

_____

_____

_____

**Apply it:**

Are the following neurotransmitters excitatory or inhibitory?

1) Serotonin

2) Adrenaline

3) Dopamine