

Psychology Knowledge Organiser – Paper 1 Introductory Topics in Psychology

Aim A – Evaluate research from social psychology, & theories/explanations to understand why we conform and obey.	Aim B – Assess models/theories/research to determine how well they explain how we remember & why we forget, as well as consider how they can be applied to eye witness testimony.	Aim C - Demonstrate understanding of theories of attachment, as well as the ability to evaluate research into this field of psychology & knowledge of the implications of this research.	Aim D – Describe the key features of three psychological disorders & evaluate psychological approaches to explaining abnormality/treating these disorders.
<p>In this section you will be considering why people conform & obey, as well as why they do not. You will need to apply the theories/explanations to real-life examples, as well as the process of social change. There is key research you must be able to outline & evaluate, as well as discuss in relation to the theories & explanations.</p> <p>Types of conformity</p> <ul style="list-style-type: none"> - Internalisation - Identification - Compliance <p>Explanations for conformity</p> <ul style="list-style-type: none"> - Informational social influence - Normative social influence - Variables affecting conformity <p>Conformity to social roles as investigated by Zimbardo</p> <p>Explanations for obedience</p> <ul style="list-style-type: none"> - Agentic state - Legitimacy of authority - Situational variables affecting obedience - Dispositional explanation for obedience; the Authoritarian Personality. 	<p>In this section you will be considering how we form memories & why we forget them, or recall events inaccurately. There is key research/models you must be able to outline & evaluate, as well as being able to consider how what we know about memory can be used to improve the recall of eye witnesses.</p> <p>The multi-store model of memory</p> <ul style="list-style-type: none"> - Sensory register - Short-term memory - Long-term memory - Features of each store <p>Types of long-term memory</p> <ul style="list-style-type: none"> - Episodic - Semantic - Procedural <p>The working memory model</p> <ul style="list-style-type: none"> - Central executive - Phonological loop - Visuo-spatial sketchpad - Episodic buffer - Features of the model <p>Explanations for forgetting</p> <ul style="list-style-type: none"> - Proactive & retroactive interference - Retrieval failure <p>Factors affecting the accuracy of eyewitness testimony</p> <ul style="list-style-type: none"> - Misleading information - Anxiety 	<p>In this section you will be considering how we form attachments, who is the key attachment figure, & the effects of attachments on future relationships. There is key research/models you must be able to outline & evaluate, as well as being able to consider how what we know about attachment can be used to explain the effects of privation and deprivation.</p> <p>Caregiver-infant interactions in humans</p> <ul style="list-style-type: none"> - Reciprocity - Interactional synchrony <p>Stages of attachment identified by Schaffer</p> <ul style="list-style-type: none"> - Multiple attachments <p>The role of the father</p> <p>Animal studies of attachment</p> <ul style="list-style-type: none"> - Lorenz - Harlow <p>Explanations of attachment</p> <ul style="list-style-type: none"> - Learning theory - Bowlby's monotropic theory <p>Ainsworth's 'Strange Situation'</p> <ul style="list-style-type: none"> - Types of attachment: secure, insecure-avoidant & insecure-resistant <p>Cultural variations in attachment</p> <ul style="list-style-type: none"> - Van Ijzendoorn's research <p>Bowlby's theory of maternal deprivation</p> <ul style="list-style-type: none"> - Affectionless psychopathy 	<p>In this section you will be considering how we define abnormality. You will need to evaluate the definitions we look at. We will also look at explanations & treatments for three psychological disorders, which again you must be able to evaluate.</p> <p>Definitions of abnormality</p> <ul style="list-style-type: none"> - Deviation from social norms - Failure to function adequately - Statistical infrequency - Deviation from ideal mental health <p>The behavioural, emotional & cognitive characteristics of</p> <ul style="list-style-type: none"> - Phobias - Depression - Obsessive-compulsive disorder (OCD) <p>The behavioural approach to explaining & treating phobias</p> <ul style="list-style-type: none"> - The two-process model - Systematic desensitisation, including relaxation & use of hierarchy - Flooding <p>The cognitive approach to explaining & treating depression</p> <ul style="list-style-type: none"> - Beck's negative triad - Ellis's ABC model - Cognitive behaviour therapy (CBT), including challenging irrational thoughts.

<p>Explanations of resistance to social influence</p> <ul style="list-style-type: none">- Social support- Locus of control. <p>Minority influence</p> <ul style="list-style-type: none">- Consistency- Commitment- Flexibility <p>The role of social influence processes in social change</p>	<p>Improving the accuracy of eyewitness testimony</p> <ul style="list-style-type: none">- The cognitive interview	<p>Romanian orphan studies</p> <ul style="list-style-type: none">- Effects of institutionalisation <p>The influence of early attachment on childhood and adult relationships</p> <ul style="list-style-type: none">- The role of an internal working model- The continuity hypothesis	<p>The biological approach to explaining & treating OCD</p> <ul style="list-style-type: none">- Genetic and neural explanations- Drug therapy
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Key Words	Career Paths	Skills & Assessment Objectives
<p>Conformity Obedience Compliance Internalisation Identification Authority figure Consistency Flexibility Commitment Snowball effect Multi store model Working memory Interference Cues Eye witness Cognitive Interview Attachment Critical period Primary caregiver Internal working model Reinforcement Association The Strange Situation Continuity Hypothesis Deprivation Privation Abnormality Phobia Classical conditioning Operant conditioning Systematic Desensitisation Flooding Depression Negative triad CBT OCD SSRI</p>	<ul style="list-style-type: none"> • Psychologist (occupational; forensic; educational; clinical) • Lawyer • Police officer • Prison officer • Teacher • Psychiatrist • Mental health nurse/support worker • Many more..... 	<p>Knowledge & understanding of psychological concepts, theories, research studies, research methods & ethical issues</p> <p>Apply psychological knowledge & understanding in a range of contexts</p> <p>Analyse, interpret & evaluate psychological concepts, theories, research studies & research methods</p> <p>Evaluate therapies & treatments including in terms of their appropriateness & effectiveness</p> <p>AO1: Demonstrate knowledge & understanding of scientific ideas, processes, techniques & procedures</p> <p>AO2: Apply knowledge & understanding of scientific ideas, processes, techniques and procedures:</p> <ul style="list-style-type: none"> - in a theoretical context - in a practical context - when handling qualitative data - when handling quantitative data <p>AO3: Analyse, interpret & evaluate scientific information, ideas and evidence, including in relation to issues, to:</p> <ul style="list-style-type: none"> - make judgements & reach conclusions - develop & refine practical design & procedures
	<h3 style="margin: 0;">Key Questions</h3> <p style="margin: 0;">Why do people conform/obey? Why are some people non-conformist/disobedient? How can we facilitate social change? How are memories formed? Why do we forget? Can eye witnesses be trusted? How should eye witnesses be interviewed? What is an attachment? How do attachments form? What does animal research tell us about attachments? Do we need to consider culture when looking at attachments? Why are early attachments important? What does the word 'abnormality' mean? How can we explain/treat psychological disorders? What are the economic implications of treating psychological disorders?</p>	