**Homework 2**

**To Access all video links- this homework is available online at psych205.com. The new Linear A level-> Homework**

**Where?**

This homework is broken down into 4 sections with 4 different activities. These aim to:

* assess previous knowledge (A),
* current knowledge (B),
* prepare you for future topics (C)
* review all previous content in preparation for assessment (D).

Each section constitutes a week’s worth of homework and should equate to around 4.5 hours of your time.

Each section will be checked by your teacher weekly.

**Activity A due date:\_\_\_\_\_\_\_\_\_\_**

Answer the following exam questions using your knowledge of previous topic areas. Take note of how many marks they are worth and therefore how much you are expected to write!

You will be tested in class on at least 2 of these questions.

1. Discuss how far situational factors can be used to explain obedience (16 marks)
2. Outline **one** procedure used by Milgram to investigate obedience (4 marks)
3. State what is meant by unanimity and outline its effect on conformity (3 marks)
4. Outline the findings of Asch’s research into group size on conformity (3 marks)
5. Describe the role of social influence processes in social change (8 marks)

Read the item below and then answer the questions that follow

Bhavna believes it is right to be a vegetarian having thought carefully about the views on the websites she has visited.

Keegan pretends that he is a vegetarian to fit in with the new friends he has met at college.

Zoe is a vegetarian because her friends say she looks healthier as a result of her new diet.

1. Name the person who demonstrates the process of compliance (1 mark)
2. Name the person who demonstrates the process of internalisation (1 mark)
3. Explain the difference between normative social influence and informational social influence as explanations of conformity. (4 marks)

Read the item below and answer the questions that follow:

The cognitive interview is designed to improve recall in police interviews. Researchers had some confederates performed fake assault in front of an audience of witnesses who had replied to an advert to take part in the study. Half were interviews using the standard police interview procedure and half by the cognitive interview technique. The amount of accurate recall was compared.

1. Identify the IV and the DV in this study (1 +1 mark)
2. Identify one confounding variable that might occur in the above study (1 mark)
3. Explain how this confounding variable might be controlled (2 marks)
4. Explain how investigator effects and demand characteristics might influence the findings from the study ( 2+2 marks)
5. Suggest an appropriate non-directional hypothesis for this investigation (2 marks)
6. The above study was a laboratory experiment. Explain one way in which a laboratory study differs from a natural experiment. (2 marks)
7. What type of sample was used in the above study? Give one limitation of this type of sampling (1+2 marks)

**Activity B due date:\_\_\_\_\_\_\_\_\_\_\_**

In one weeks’ time you will have a formal timed assessment on one of these essay titles below:

* Outline and evaluate the multi-store model of memory. Refer to evidence in your answer (16 marks)
* Discuss features of the Working memory model (16 marks)

**Your task is to plan and prepare an essay** for each of these potential essay questions. Use the essay structure notes from homework 1 and class notes you have on these topics to help you.

Remember the ‘Burger technique’ for describing any supportive/contradictory evidence.

Planning

AO3- Evaluation (10 marks)

AO1- Theory/Research (6 marks)

**Activity C due date:\_\_\_\_\_\_\_\_\_\_\_**

This activity will require you to prepare for the next topic of study.

1. You will need to make notes on the key concepts of the biological approach introduced to you in the **Biological Approach Powerpoint** presentation on the website.

These notes must include:

* The influence of genes
* Biological structures and neurochemistry on behaviour
* Genotype and phenotype
* Genetic basis of behaviour
* Evolution and behaviour

Watch the videos as well- they will help explain some of the difficult areas.

1. Read through the reciprocity and interactional synchrony section in the **Attachment Information Pack** (available on psych205) and complete the task below:

**Ways in which reciprocity and interactional synchrony can be seen**

*Finish the sentences (some can be finished in different ways) then decide if each example is reciprocity or interactional synchrony, or both.*

* If the caregiver smiles at a baby, the baby may …
* If the baby points at something, the caregiver may …
* If the caregiver looks upset the baby may …
* If the baby looks at something the caregiver may …
* If the caregiver tickles the baby the baby may …
* If the baby cries the caregiver may …
* If the baby gurgles at the caregiver the caregiver may …
1. Watch the following video clip and answer the questions below:

<https://www.youtube.com/watch?v=apzXGEbZht0>

* How was the baby behaving when the mother was engaged and looking at the child?
* How did the baby’s behaviour change when the mother held a still face?
* What does this tell us about the interaction between babies and their caregivers?
1. Watch the video clip below and make notes on Schaffer and Emerson’s research procedure and the 4 stages of attachment (Schaffer)

<https://www.youtube.com/watch?v=7tBuqXSdgkc>

1. Read through the section on multiple attachments and the role of father in the **attachment information pack.** You need to understand this information in order to prepare a response to the scenario below:

**A couple who are pregnant are trying to  decide whether  the father should be the key care-giver and want to know if this will cause any long term problems for their child. They want to know how they need to do to prepare for this or what balance would be best for the child. You will be meeting the couple and must prepare to give them all of this info in a clear and concise way- include hints and tips, research evidence to support your answer and be prepared to answer their questions.**

1. Watch the following video links on these two animal studies into attachment. Make notes on how each study was conducted and what they found.

Write two evaluation points for each study in preparation for discussion in lesson.

* Harlow and Harlow: <https://www.youtube.com/watch?v=hsA5Sec6dAI&index=2&list=PLAasQXK_OkuMCqwNSFw4fZut0HS2qBt5K>
* Lorenz (imprinting) <https://www.youtube.com/watch?v=2UIU9XH-mUI>

**Activity D due date:\_\_\_\_\_\_\_\_\_\_\_**

1. **Complete revision flashcards for the topic- memory**

You must ensure that the flashcards cover all the material from the specification and the corresponding evaluation discussed in class.

Again- you can use an alternative to flashcards e.g. notes, posters, mindmaps

**You will have a formal timed assessment (short answer questions) on this topic in one week’s time therefore must prepare appropriately as you could be asked a question on anything in this area!**

Checklist Evaluation

* The multi- store model of memory: including sensory register,

 short-term memory and long term memory.

* Features of each store: coding, capacity and duration.
* The working memory model: including central executive,

phonological loop, visuo-spatial sketchpad and episodic buffer.

* Features of the WMM: coding and capacity
* Types of long term memory: episodic, semantic and procedural
* Explanations for forgetting: proactive and retroactive

interference and retrieval failure due to absence of cues.

* Factors affecting the accuracy of eye-witness testimony:

misleading information, including leading questions and

post-event discussion, and anxiety.

* Improving the accuracy of eye-witness testimony, including

the use of the cognitive interview.