Level 3

**Paper 3** revision booklet

* Issues and debates
* Schizophrenia
* Cognition and development
* forensics

**How to use this booklet:**

1. First (level 2 revision) Use psych205.com to listen to the audio clips and read the information packs to help you fill the revision summary sheets.

1. Complete each section by summarising theory and research in a more concise way, that you understand in your own words.

1. After completing sections, you then need to quiz yourself (level 4). Get someone to test you, use a mini whiteboard to write out everything you can and see what missing, try quizlet etc…

1. Only when you are confident in your knowledge start exam questions WITHOUT notes and then mark them against the mark schemes(level 5). There are many many questions on psych205.com.

All resources on psych205.com can be found under the tab  A level course → revision by topic→ choose the topic from the options.

**Issues and Debates**

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| **Nature vs nurture**What is the debate about? |
| Nature means?Examples of approaches / theories for the above are?  | Nurture means?Examples of approaches / theories for the above are? |
| **Nature versus nurture (A03) (all three points should focus on interactionist examples.**Passive gene interference- e.g. schizophrenia…. |
| Nurture can alter nature – Maguire - taxi drivers! |
| Diathesis-stress model e.g OCD.  |

Levels of explanation are linked to this debate. What are **levels of explanation**?

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| **Reductionism Versus Holism**What is the debate about? |
| Reductionism means?Types of reductionism are?Examples of approaches / theories for the above are?  | Holism means?Which approach is Holistic and why? |
| **Reductionism Versus Holism evaluation (A03)**Which side of which debate is scientific, why and give an example? |
| Why does the above evaluation point matter in respect to treatment? Theories and approaches on which side are therefore more useful? |
| Which side of which debate takes into account the context of behaviour? Why does this matter? |

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| **Freewill v Determinism**What is the debate about? |
| determinism means?Types of determinism are?Examples of approaches / theories for the above are?  | Freewill means?Which approach agrees with freewill and why? |
| **Freewill vs Determinism evaluation (A03)**Which side has negative implication on criminal behaviour and why? |
| Which side is more optimistic HOWEVER there is evidence its just an illusion? |
| Which side is consistent with science and why |

**Scientific causal explanations** are also part of the topic.

What are causal explanations?

How / why is Bandura’s Bobo doll a good example of research that demonstrates the ability to find causal explanations?

What does research that finds causal explanations allow us to do?

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| **Idiographic vs Nomothetic**What is the debate about? |
| Nomothetic means?Examples of approaches / theories / research for the above are?  | Idiographic means?Which approach agrees with freewill and why? |
| **Idiographic vs Nomothetic evaluation (A03)**Which side of which debate uses quantitative / qualitative methods? Why is this good / bad? |
| By being quantitative – which side has better implications for treatment? |
| How should research be done? What has idiographic research triggered (give examples)  |

**Schizophrenia**

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| **Symptoms of Schizophrenia** |
| **Positive** | **Negative** |
| **Definition** |
|  |  |
| **Hallucinations** | **Delusions** | **Avolition** | **Speech poverty (Alogia)** |
|  |  | Must mention “ lack of goal orientated behaviour” |  |
| **Speech disorganisation (not on spec but useful to know**) |

**Issues of classification and Diagnosis of schizophrenia**

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| **Reliability** | **Validity** |
| Link these terms directly to Schizophrenia and it’s diagnosis and state what the problem actually is. |
|  |  |
| Evidence to support that these issues occur? Is it as bad as we think? | Evidence to support that these issues occur? |
|  |  |
| **Over-lap** | **Co-morbidity** | **Cultural bias** | **Gender bias** |
| So how does this issue effect the diagnosis of Schizophrenia? What is the issue? |
|  |  |  |  |
| Is there any evidence to support this? |
|  |  |  |  |
| Link to validity | Link to reliability | Link to validity | Link to reliability | Link to validity | Link to validity |
|  |  |  |  |  |  |  |  |
| **Explanations of Schizophrenia** |
| **Biological explanations** | **Psychological explanations** |
| Genetic | Dopamine hypothesis | Neural correlates | Family dysfunction | Cognitive explanation**S** |
|  |  |  | High EE | Double bind | Dysfunctional thought process | Attentional bias |
| **Evaluation of Biological explanations (a03)** | **Evaluation of Psychological explanations (A03)** |
| Genetics | Dopamine hypothesis | Neural correlates | Family dysfunction | Cognitive |
| EE -  | Double Bind | Dysfunctional thought processing | Attentional bias |
| **Biological reductionism (negative) Lowest level** | **Socially sensitive** | **no issue and debate- treatment/predictive validity** |
| **Issues with twin studies**  | **Causation** | **Causation- Ho** | **Causation** | **Causation-Does not tell us anything about the origins of the faulty cognitions** |
| **Research evidence** |
| Kety and Ingraham-incidence10x higher in…….. | Kessler or Curan (2004) | Tilo | Tienari (2004)5.8%-36.8%- | Stirling - Stroop effect |

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|  | **Biological treatments for Sz (A01)** | **Psychological treatments for Sz (A01)** |
|  | Typical antipsychotics | Atypical antipsychotics | CBT | Family therapy | Token economy |
| Aims and how is it carried out? |  |  |  |  |  |
| Link directly to the therapy  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **A03 evaluation of Biological Treatments for Sz**  | **A03 evaluation of Psychological treatments for Sz** |
|  | Typical antipsychotics | Atypical antipsychotics | CBT | Family therapy | Token economy |
| Effective? | **Thornley** | **Meltzer** |  |  |  | **Sultana** |
| Effective? | Side effects |  | **More appropriate for who?** | **Ethics** |
| Appropriate? | **Engage?** | **Reduces distress** |
| **Interactiona-****ism** |  |

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| Interactionist approach to explaining and treating schizophrenia |
| AO1- Explain what it isDiathesis stressOld modelNew modelTreatment |
| Ao3- Study for Explanation- Tenari? |
| Study for treatment- Tarrier?  |
| A03- evidence for the new diathesis being trauma- Reed?  |

**Essay questions**

1. Discuss reliability **and/or** validity in relation to the diagnosis and classification of schizophrenia. **(Total 8 mark**

‘In an important and influential criticism of the diagnosis of mental illness, Rosenhan (1973) showed that healthy ‘pseudopatients’ could gain admission to psychiatric hospital by pretending to have auditory hallucinations. Although systems of classification and diagnosis have changed considerably since the 1970s, many people still have concerns about their accuracy and appropriateness.’

1. Discuss issues surrounding the classification and diagnosis of schizophrenia. **(Total 16 marks)**
2. Discuss token economies as a method used in the management of schizophrenia. (Total 8 marks)
3. Outline and compare two treatments for schizophrenia. (Total 16 marks)
4. ‘There is considerable evidence that schizophrenia is caused by biological factors. These can be genetic, neuroanatomical, biochemical, viral or a combination of such factors’. Discuss biological explanations of schizophrenia. (Total 16 marks)
5. ‘Therapies can be time-consuming and, in some cases, uncomfortable for the client. It is, therefore, very important to offer the most appropriate and effective type of treatment.’ Outline and evaluate two or more therapies used in the treatment of schizophrenia. (Total 16 marks)
6. Outline and evaluate the dopamine hypothesis of schizophrenia (8 marks)

**Cognition and Development**

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| **Piaget’s theory of cognitive development**  |
|                  Schema development through **adaptation**  |   |                                      Stages of intellectual development  |
| Assimilation-   Equilibrium-   Disequilibrium-    Accommodation-     **Fully apply to an example below of your choice.**  |   | 1.         | **Object permanence** **Age-**  |
| 2.       |
| **Conservation**        | **Class inclusion**  | **Egocentrism**  |
| 3.       |
| 4.      |



Outline and evaluate Piaget’s research into egocentrism (8 marks)

Outline and evaluate Piaget’s research into conservation (8 marks)

Discuss Piaget’s research in relation to the formal operational stage of intellectual development (8 marks)

Discuss Piaget’s research in relation to the sensorimotor state of intellectual development (8 marks)

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| **Vygotsky’s theory of cognitive development**  |
| Ao1- ZPD and scaffolding are named on the spec! |
| Ao3- Research  *Roazzi and Bryant (1998)*     |
| Does account for culture…***Matang and Owens 2014  and or Kanzi the monkey*** |
| Application-      |
| Compare against an alternative theory (Piaget)-      |

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| Baillargeon’s explanation of early infant abilities |
| Ao1-knowledge of the physical world (Physical reasoning system) | Violation of expectation research (outline) |
| P- One issue with Baillargeon’s research is that it relies of Inference of the DV which is ………………..E- She is assuming that the difference in…….E- But what else could it be?L- So why then is this an issue and what impact does it potentially have on the interpretation of her findings?  |
| Carefully controlled research though |
| Susan Hespos and Kirsty Van Marle (2012) point out that without l\_\_\_\_\_\_\_\_\_ and regardless of experience we all have a very good understanding of the basic properties of p\_\_\_\_\_\_\_\_ objects. They give the example of dangling keys. We all know that if we let go of a key ring it will fall to the floor. According to Hespos and Van Marle this understanding requires a **p\_\_\_\_\_\_\_\_ r\_\_\_\_\_\_\_\_\_ system (PRS).** The fact that this understanding is universal strongly suggests that this system is **i\_\_\_\_\_\_\_\_\_** – otherwise we would expect c\_\_\_\_\_\_\_ differences for which there is no evidence. This is a strength of Baillargeons idea of the PRS because its **u\_\_\_\_\_\_\_\_\_ nature** suggests that it is i\_\_\_\_\_\_\_\_. Such basic pre-programming enables rapid learning and so confers a **s\_\_\_\_\_\_\_\_ value.**   |
| Compare against Piaget- this can link to the point above…. |

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| **The development of social Cognition: Selman’s theory**  |
|   | Brief summary of research the stages are based on which Dilemma? |
| Stage 0  |    |
| Stage 1  |    |
| Stage 2  |    |
| Stage 3  |    |
| Stage 4  |    |
| P- Selman provided solid evidence that perspective-taking ability improves with age in line with his theory E-Selman reinterview 48 boys from his original research and found that 40 of the boys had **made gains** in their level of perspective taking and none had regressed. This was supported by further analysis 3 years later that found the same thing and that **none of the boys skipped stages**. L This improves the support for Selman’s theory because….       |
| P- Perspective-taking skills are key in all social behavior.  For example **Fitzgerald and white (2003)** found that…… Also **Selman et al (1977)** found that….. This suggests that perspective-taking skills lead to important social development, and can be used to explain the lack of social development.  BUT….      |
| **Application**      |
| **Theory of mind including theory of mind as an explanation for autism; the Sally-Anne study** |
| **Describe theory of mind (use false belief if you can)** | **Now, use theory of mind to explain autism**  | **Outline method and findings of Sally-Ann study** |
| Results from studies like the sally Ann test and studies into false belief support the theory of mind explanation of **autism.**​ |
| **LINK-** what about the 20%? Why may be an issue with Causation? |
| Put a couple of evaluation here as lots of questions have asked for 2 limitations, or 2 strengths |

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| **The role of the mirror neuron system in social cognition** |
| Outline- you have a 6 mark version on a handout so use that here. **You MUST link to social cognition** |
| **Haker (2012**) demonstrated that an area of the brain believed to be rich in mirror neurons is involved in **contagious yawning**, which is widely seen as a simple example of human empathy, the ability to perceive mental states in others. |
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| Don’t forget to include the issues with the research There is various evidence that suggests research into MN might help us to understand Autism….. |

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| **Offender profiling** |
| **Top down profiling** | **Bottom up profiling** |
| Developed by who, when, how? | Created by who, when?  |
| **Process** |
| Draw a flow diagram to outline the process | **How is the profile created:****What is small space analysis?**Also uses **Investigative psychology** - what does this include**Geographical profiling** **Interpersonal coherence****Forensic awareness** |
| Organised Victim often targeted  |  DisorganisedCrime spontaneous |

**Forensics**

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| **Offender profiling-ao3** |
| **Top Down** | **Bottom up** |
| **Origins of profiling** |
| Unscientific/ highly subjective - why? | Scientific / objective - why? Evidence?  |
| **Range** |
| Limited range – meaning and why? | WIDER RANGE – meaning and how / WHY? |
| **Real life successes?** |
| Too simplistic to have success | Helped solve famous cases – e.g.? |
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NB – you may be asked to compare the profiling types. Look in your information packs for a fully planned answer. See page 76.

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| **Biological explanations of offending- ao1** |
| **Historical approach- atavistic form**  | **Genetics**  | **Neural**  |
| Developed by and when?Define the atavistic form and describe the key facial features. What categories of criminals are made. How does the atavavistic form explain criminality? | **MAOA gene**         |
|     **Twin studies**        | **Pre-frontal cortex**        **Limbic system**   |

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| **Evaluating the Biological explanations of offending behaviour** (A03) |
| Historical  | Genetics  | Neural  |
| ***There is much research that contradicts the historical approach*** ***For e.g.Goring (1913)***  |     | Research by Tiihoen supports the link between……  | ***Adrian Raine (1997)***  |
| **Issues and debates**  |
| P- social sensitivity     | P- Biological determinism            |
| **Application /issues with research evidence**  |
| Strength = early profiling. HOW / WHY?   | Evidence suggest that an **interactionist explanation** of offending is most appropriate. HOW/ WHY? Evidence?           | Adrian Raine himself was cautious about the conclusions drawn from the findings of his study. WHY? |

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| **Psychological explanations of offending behaviour**  |
| Eysenck – criminal personality  | **Cognitive**  | **Psychodynamic**  | **DAT**  |
| What is the criminal personality? Which 3 traits? Origins or each trait?How is socialisation taken into account? | **Kohlberg**- based his theory on research on…      ***How do the stages 1 and 2 link to offending*** *(with example and name all)\**    ***Level 2? Stage 3?***   **Cognitive distortions-** what does this mean generally (not necessarily crime related)?   Two distortions include? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_-**     **\_\_\_\_\_\_\_\_\_\_\_\_\_-**.   *Why do both distortions = crime? What kinds of crime?* | **Inadequate superego** **Blackburn (1993)** argued that if an individual's superego is somehow deficient or inadequate then their conscience has not developed properly therefore they are **more likely to commit criminal behaviour**. Three types of inadequate superego have been proposed:  **Weak SE** Caused by-   Leads to crime because-   **Deviant SE** Caused by-   Leads to crime because-  **Harsh** Caused by-   Leads to crime because-     **Defence mechanisms** explain offending because they…..  | DAT stands for?Whose theory? Offending learnt through?What is learntWhen does offending occur? |

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| **Evaluation of the Psychological explanations of offending behaviour**  |
| **Eysenck – criminal personality**  | **Cognitive – moral reasoning**  | **Cognitive distortions**  | **DAT**  | **Psychodynamic**  |
|  Research evidence from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ supports…..       |  Research evidence from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ supports…..       |  Research evidence from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_supports…..       |  Research evidence from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_supports…..       |  Research evidence from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_supports…..       |
| Debates? Is it on just one side? Why is this strength | Gender bias – why? | Problems establishing causation.  | Debate? Which side of which debate is it heavily on. Why is this an problem? | Debate? Which side of which debate is it heavily on. Why is this an problem? |
| **Application**               | **Application**    |  Application      **Useful for explaining…**  | Alternative explanations  |

**The effects of custodial sentencing**

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| **Discuss the aims of custodial sentencing (16)**  |
| the four aims of custodial sentencing are:*
*
*
 |
| **There are more PEEL’s here than you need for 16 but gives you a choice as to which ones you use.**  |
| One of the arguments **against** using custodial sentencing as a D\_\_\_\_\_\_\_\_\_\_and as R\_\_\_\_\_\_\_\_\_\_is the **recidivism rates.**  |
| One of the main arguments **for** the use of custodial sentencing is opportunities to R\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ offenders.   |
| Another argument against custodial sentencing are the **negative psychology effects.**  |
| Finally we need to question whether aims of custodial sentencing should be and can be met for ALL types of offenders |

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| **Discuss the psychological effects of custodial sentencing (16)**  |
| List some of the negative psychological effects of custodial sentences.  |
| **There are more PEEL’s here than you need for 16 but gives you a choice as to which ones you use.**  |
| Is possible to firmly establish if the custodial sentence is the only CAUSE of the effects listed above?  |
| What could be offered as an alternatives to custodial sentencing?   |
| Is it true to say that ALL offenders will suffer the same negative affects?   |

**Ways of dealing with offenders (whether in custody or not)**

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| **Anger management- form of CBT**  | **Behaviour modification- Token economy** – describe it.  | **Restorative justice** |
| Aims to change behaviour by first changing thinking. 1.Cognitive preparation    2. Skills acquisition    3. Application/training practice     |  | Aim?How does it work? |
| **Cost-effective?** | **Cost-effective?** | **Cost-effective?** |
| **Does it work - research?** | **Does it work - research?** | **Does it work - research?** |
| **Is it a holistic solution or superficial? Will this therefore be a long term or short term solution?** | **Is it a holistic solution or superficial? Will this therefore be a long term or short term solution?** | **Suitable for all offenders?** |