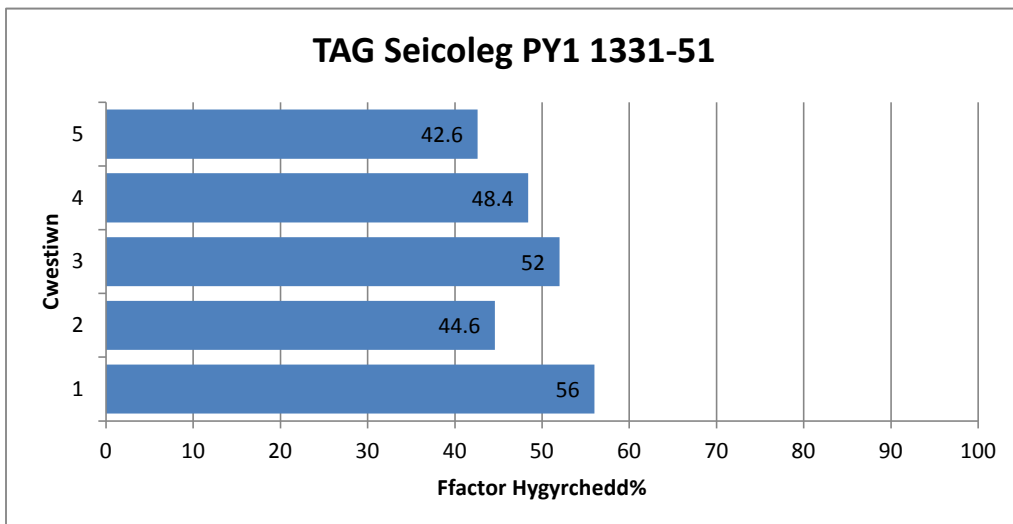



TAG Seicoleg PY1 1331-51

Perfformiad yr holl ymgeiswyr ar draws y cwestiynau


<i>Teitl y cwestiwn</i>	<i>N</i>	<i>Sgôr gymedrig</i>	<i>GS</i>	<i>Marc uchaf</i>	<i>Ff H</i>	<i>Cynnig %</i>
1	4141	6.7	2.5	12	56	99.5
2	4053	5.4	2.6	12	44.6	97.4
3	4130	6.2	3.2	12	52	99.2
4	3981	5.8	2.8	12	48.4	95.7
5	3826	5.1	3.2	12	42.6	91.9



1. (a) Amlinellwch **ddwy** o dybiaethau'r ymagwedd ymddygiadol. [4]
- (b) Disgrifiwch y Theori Dysgu Cymdeithasol am Ymosodedd. [8]

1a One assumption of the behaviourist approach is that all behaviour is learnt from the environment. We are born with a blank slate known as a tabula rasa. For example behaviour is learnt from those around us. 

Another assumption of the biological approach is that behaviour is learnt through observation. An example of this is the social learning theory created by Bandura. This assumption states that we do vicarious learning, which is learning through others.

1b The social learning theory of aggression was created by Bandura. He believed that we imitate our role models and this is called vicarious learning, which means learning through other people.  We have to observe their behaviour in order to imitate it. Bandura did an experiment with the bobo doll. He split a group of children into two groups and the first group watched a video of an adult playing aggressively with the doll and the second group watched a video of an adult playing nicely with the doll. ~~That~~ The children were then allowed to play with the doll and the first group behaved more aggressively than the second group. This proved that Bandura's theory was correct, as the children had observed the aggressive behaviour and then imitated it. Bandura and Walters did a follow up study where there were three groups of children and the first group watched a video of an adult playing aggressively and being rewarded, the second group saw a video of an adult playing aggressively and being punished. In the third group, the model was

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	neither punished or rewarded. The first group
	acted most aggressively while group 2 acted
	least aggressively. This shows children learn
	through vicarious reinforcement.



1 a) One assumption of the behaviourist approach is the role of the environment on an individual's behaviour. The approach believes that humans are born as a 'blank slate' or 'tabula rasa' without any knowledge. Our thoughts, characteristics and abilities are shaped by the environment. This environmental determinism puts the approach firmly on the nurture side of the nurture-nature debate. For example, the approach believes that humans males and females are born fundamentally the same at birth but learn gender roles through experience.

Another assumption of the approach is learning through various types of conditioning. The approach looks at classical conditioning which is learning through association and was developed by Ivan Pavlov. Pavlov's dogs were conditioned to salivate at the ringing of a bell because they began to associate the sound of the bell with food. The approach also looks at operant conditioning which is learning through consequence and was developed by Joseph Skinner. Skinner's rats were conditioned to press a lever in order to receive a pellet of ~~wood~~ food, which was the consequence of pressing a lever. Operant conditioning increases or decreases a specific behaviour.

b) Social Learning Theory (SLT) is the process by which an individual acquires the ability to perform a new behaviour by observing that behaviour in someone else and then imitating it. It can also be learnt by watching someone being punished or praised for a particular behaviour. For example, if children learn behaviour in a social context through vicarious reinforcement. For example, if a child plays violent video games and watches the adult onscreen ~~being punished or praised~~ getting away with criminal activities or even being praised for their actions, they may begin to behave aggressively, believing that there are no bad consequences to their actions.

Albert Bandura conducted a laboratory experiment to test the Social Learning Theory of Aggression. Children between the ages of 3-5 year old were taken into a room to watch

adults play with dolls. Half the children saw the adult behaving aggressively with a Bobo doll and the other half saw the adult behaving non-aggressively. When the children were then given the dolls, those who saw the adult behaving aggressively also behaved aggressively and those who saw the adults behaving non-aggressively also imitated their behaviour. A follow-up study was carried out by Bandura and Walters (1963) also involving children. The children were split into three groups and made to watch films with different endings. Group A saw the adult being rewarded for aggression toward a ~~to~~ doll, Group B saw the adult being punished and Group C saw no consequence. The children's subsequent playing with the dolls was influenced by what they saw. Group A behaved aggressively, Group B did not and Group C were somewhere in between.

Different factors affect whether or not an individual will imitate the actions of a model, for example, the gender of a person. Girls are more likely to imitate a female and boys a male model. Other factors include popularity, power and how much he or she aspires to be like the model.

3. (a) Gwerthuswch **ddau** o gryfderau'r ymagwedd fiolegol. [6]
- (b) Gwerthuswch **ddau** o wendidau'r ymagwedd fiolegol. [6]

3a) One strength of the Biological Approach is that they use lab experiments which are high in control, things like heat and light are controlled.

Another strength is that their experiments are repeatable. Anyone can copy the procedure and find the same thing.

b) One weakness of the Bio App is that it is reductionist. It says all our behaviour is caused by genes and biology. This isn't always the case.

Another weakness is that it focuses too much on nature. Things like our childhood may cause us to behave too.

3a) One strength of the Bio Approach is that it is Scientific. It uses methods like lab experiments. This is really good because lab experiments allow us to see cause + effect and they are easy to replicate again + again to confirm your findings.

Another strength of the Bio Approach is that it is useful. The bio approach has been the approach which has developed drugs for mental illness. It was also the approach which first found a link between stress + illness (Selye)

b) The biological approach is determined and this is a weakness. This means it believes that all your behaviour is pre set by your e.g genes. The bio approach proves this with the IGF2R gene which causes your intelligence. You cannot change this as it is "set".

The biological approach only considers the Nature side of the nature nurture debate. This is a weakness because it not a full explanation as other things from nurture are not considered.

3a) One strength of the biological approach is that it is deterministic. The approach believes that our behaviour is a result of our genetics and physiology. For example depression ~~is~~ has been linked to low levels of the neurotransmitter serotonin. This is a strength because if we know what causes behaviour we are more likely to be able to treat it. Therefore, drugs that increase serotonin levels can be given to a person suffering from depression.

Another strength of the approach is that it is scientific. The key methods used include brain scans and laboratory experiments ~~of det. testing~~. These methods produce scientific, objective data on behaviour that can be observed, measured and compared. This is a strength because we can establish cause and effect relationships. For example a person suffering from schizophrenia can be given a drug to reduce dopamine levels and they can be observed for any change in symptoms.

b) One weakness of the approach is that it ~~is~~ ignores the ~~role~~ nurture side of the nurture-nature debate. For example, the approach believes that if a child watch violent movies and plays violent video games, they will begin to behave violently. This is a weakness ~~is~~ because the approach ignores

^{the role of}
Genetic inheritance or free will. If be

b). One weakness of the biological approach is that it ignores the nurture side of the nurture-nature debate. For example, the approach would believe that depression is caused by low levels of the neurotransmitter serotonin. However depression may have actually been caused by negative life events. This is a weakness because ~~the~~ it limits the number of treatments offered. Therefore, the approach would prescribe drugs to a person suffering with depression when actually ~~for~~ counselling may be needed.

Another weakness of the approach is that it ignores individual differences. For example, the approach would believe the cause of depression in a person may be the same for all people. It generalises its findings to a large group of people as it is ^a nomothetic. This is a weakness because drugs that work for one person may cause extreme side effects for another. This raises the question 'Should findings be generalised?'

5. Eglurwch a gwerthuswch y fethodoleg sy'n cael ei defnyddio gan yr ymagwedd wybyddol. [12]

5. The Cognitive Approach uses lab experiments because they are a scientific approach. An e.g. of a lab experiment from this approach is Loftus + Palmer research into EWT. The IV is the verb and the DV was the person's speed estimates.

Lab experiments are good because you can establish cause + effect between the IV + DV as you have maximum control

(sorry running out of time!!)

+ They are also easy to replicate + prove your findings

+ They are easy to standardise.

+ They are high in experimental validity.

gathered - They are low in ecological validity. e.g. the lab is nothing like the real world so you can't transfer findings.

- Demand Characteristics

- Ethical issues are common like deception

Case Studies are used e.g. Clive Wearing research on memory disorders.

+ Rich Qualitative Data

+ The understanding of behaviour

+ Can see non verbal cues.

- difficult to generalise

- Can't replicate

- Subjective error

5. The cognitive approach uses laboratory experiments and case studies of brain damaged patients. Cognitive psychologists see psychology as a pure science and believe that it should be studied objectively.

Laboratory experiments provide experimenters with a way to study behaviour scientifically and objectively. Lab experiments involve the experimenter manipulating the independent variable to see its effect on the dependent variable. In this way cause and effect relationships can be established. This method provides objective data on behaviour that can be observed, measured and compared. Also extraneous variables can be controlled. Because of the standardised procedures, lab experiments can be replicated to validate findings.

However, because lab experiments take place in an artificial, controlled environment, they have low ecological validity. The participants may be exposed to stimuli they would not normally face so they may exhibit demand characteristics. Furthermore, experimenter bias is a problem, where something the experimenter says or does influences the result.

Another method used by the cognitive approach are case studies of brain damaged patients. This method provides a way to match specific brain areas to specific cognitive processes. It provides rich, qualitative data on an individual's problem. Also it presents a situation which psychologists cannot deliberately create.

However, because case studies of brain damaged patients are unique the results cannot be generalised to a larger population. Also the information is prone to researcher bias where the researcher will only choose information that supports his or her hypothesis.



5. The cognitive approach believes that psychology is a pure science and so would use the lab experiment as a method of investigation. Cognitive psychologists believe the mind is reflected in behaviour and so we need to study behaviour scientifically & objectively in a lab in order to establish cause-effect relationships. One example of this is when looking at Loftus' research into the role of leading questions. In one experiment Loftus changed a verb (IV) to see the effect on people's estimates of speed (DV).

An advantage of using lab. experiments is the control of extraneous variables, which in turn increases the experimental validity of the study. The data produced is quantitative (eg. estimations of speed) and so can be easily compared and analysed.


However, studying cognitive processes in a lab setting has many problems. The artificial set-up can change natural thought processes, for example perception & memory (if nervous, for example).

Demand characteristics may occur where participants try to please the experimenter, they may try harder on memory experiments for example, not reflecting memory in real life. Also their ecological validity is questionable — in the case of EWT, witnessing a real life event is far more emotional than when in a lab, and emotions can have a positive or negative

effect on memory *

Another method used by the cognitive approach is case studies of patients with brain damage. People with damage to the brain provide valuable insight into cognitive processes such as memory. For example, Clive Wearing contracted encephalitis which left his memory severely damaged. While his STM ~~is~~ was almost completely damaged, much of his LTM stayed intact. This case has supported the multi-store model of memory. Case studies have the advantage of allowing psychologists to gain true insight into behaviour. The case of Clive Wearing, for example, is unique and needed to be studied in detail in order to form valid conclusions. However, cases such as this cannot be generalised - they do not allow psychologists to make assumptions about the causes of others' behaviour. Data obtained is qualitative which allows psychologists to draw valid conclusions, but it takes a long time to carry out / analyse and cannot be easily compared with others (which isn't the aim of case studies).

* Experimenter bias can also be a problem - if Loftus was expecting higher estimations of speed in the 'smashed' rather than 'hit' condition, she may have unintentionally / unconsciously influenced this.

	To conclude, the cognitive approach
	combines nomothetic + idiographic
	methods in order to gain insight into
	our cognitive processes.