

A level year 1 and AS
AQA Psychology

Nigel Holt and Rob Lewis



Crown House Publishing Limited
www.crownhouse.co.uk

First published by
Crown House Publishing Ltd
Crown Buildings, Bancyfelin, Carmarthen, Wales, SA33 5ND, UK
www.crownhouse.co.uk
and
Crown House Publishing Company LLC
6 Trowbridge Drive, Suite 5, Bethel, CT 06801, USA
www.crownhousepublishing.com

© Nigel Holt and Rob Lewis 2015

The right of Nigel Holt and Rob Lewis to be identified as the authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. Except as permitted under current legislation no part of this work may be photocopied, stored in a retrieval system, published, performed in public, adapted, broadcast, transmitted, recorded or reproduced in any form or by any means, without the prior permission of the copyright owners. Enquiries should be addressed to Crown House Publishing Limited.

Crown House Publishing has no responsibility for the persistence or accuracy of URLs for external or third-party websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

An extension of this page appears on page 274.

British Library of Cataloguing-in-Publication Data

A catalogue entry for this book is available from the British Library.

Print ISBN 978-184590974-1

LCCN 2015947711

Printed and bound in the UK by Bell & Bain Ltd, Thornliebank, Glasgow

contents

INTRODUCTION 4

SECTION 1. INTRODUCTORY TOPICS IN PSYCHOLOGY 6

SOCIAL INFLUENCE 8

MEMORY 30

ATTACHMENT 54

PSYCHOPATHOLOGY 86

SECTION 2. PSYCHOLOGY IN CONTEXT 114

APPROACHES IN PSYCHOLOGY 116

BIOPSYCHOLOGY 148

SECTION 3. RESEARCH METHODS 176

SECTION 4. YOUR EXAM 240

Bibliography 248

Appendix of URLs 261

Index 264

Image credits 274

INTRODUCTION

AQA Psychology: A level year 1 and AS

Authors: Nigel Holt and Rob Lewis



Nigel Holt works in the Department of Psychology at Aberystwyth University, and Rob Lewis works in the School of Education at Cardiff Metropolitan University. They are always happy to hear from students and teachers, so if you have any questions or would just like to say hello, please feel free to get in touch – their email addresses can be found on their respective institutional websites.

ACKNOWLEDGEMENTS

Nigel and Rob would like to thank Kate and Nic. We could not possibly engage in ridiculous tasks like writing textbooks without their continued good humour, patience and support.

*Rob would like to dedicate this book to his friends and travelling companions
– Bryan, Malcolm and Rhys. Many happy returns!*

HELLO STUDENTS

Psychology is one of the broadest and newest of the sciences. It is extremely popular in schools and colleges and at university – it is one of the largest A levels and undergraduate degree programmes. This book is, first and foremost, for students. We know teachers and those interested in psychology from other professions read textbooks like this, but this particular book is designed carefully with students in mind. Specifically, it has been written for students preparing for the AS and A level psychology with the AQA examining board.

This is not a book with the bare minimum of information. We know from experience that textbooks are often written with teachers in mind, and frequently contain content more suited to teachers than students. Textbook authors know that teachers help students to understand difficult material in the classroom and so are often guilty of not explaining things as carefully and as thoroughly as they might. We are teachers ourselves and know how vital a good teacher is to education. However, we also wanted to help student understanding by providing a textbook which thoroughly covered the specification and which was accessible outside the classroom.

Everything required to get a top grade in the AQA AS and A level exams is included in this book. We have taken an approach which we hope will encourage students to *read*, and allow them to access ideas that are often hard to understand. We know from our work at university how important reading is to a rounded and successful education, and we also know that this wonderful ‘habit’ begins before university. We have not designed this book as a scattered assembly of facts or as something which resembles a comic. In fact, we have been terribly traditional in our approach. Sometimes, things were done a certain way in the past because that way was just better.

USEFUL FEATURES

The AS and A level Year 1 specifications are slightly different. If you are doing Year 1 of a full A level then *all* of this book is for you. If you are an AS level student then you *do not* need to cover the material indicated by the pale yellow highlights. We have indicated this content on the ‘What you need to know’ pages of each chapter, and down the sides of the A level *only* pages.

Watch for the pale yellow bars and highlighting. This tells you which content is A LEVEL ONLY.

We have minimised features which break up text, but we have added boxes which we hope will help understanding and enrich the reading experience. Sometimes these boxes expand on research in order to give a little more detail about studies we think are particularly important. Another kind of box expands a featured point made in the text to aid understanding and to give greater context, or occasionally because we think it is just relevant and interesting.

Sometimes, seeing and hearing can do more for understanding than mere words on a page. There are many useful video clips on the internet, and we have included QR links to some of the more useful ones in this book. If you do not have access to a smartphone with a scanner app, you will find their URLs in an appendix at the back of this book.

An expert perspective is always useful, and at AS/A level the experts are the examiners, so we have included occasional ‘Ask an Examiner’ boxes to focus the reader on examination issues.



Internet forums are a notorious source of misinformation and bad advice - best avoided or, like anything else on the internet appearing helpful to your studies, approached with extreme caution ...

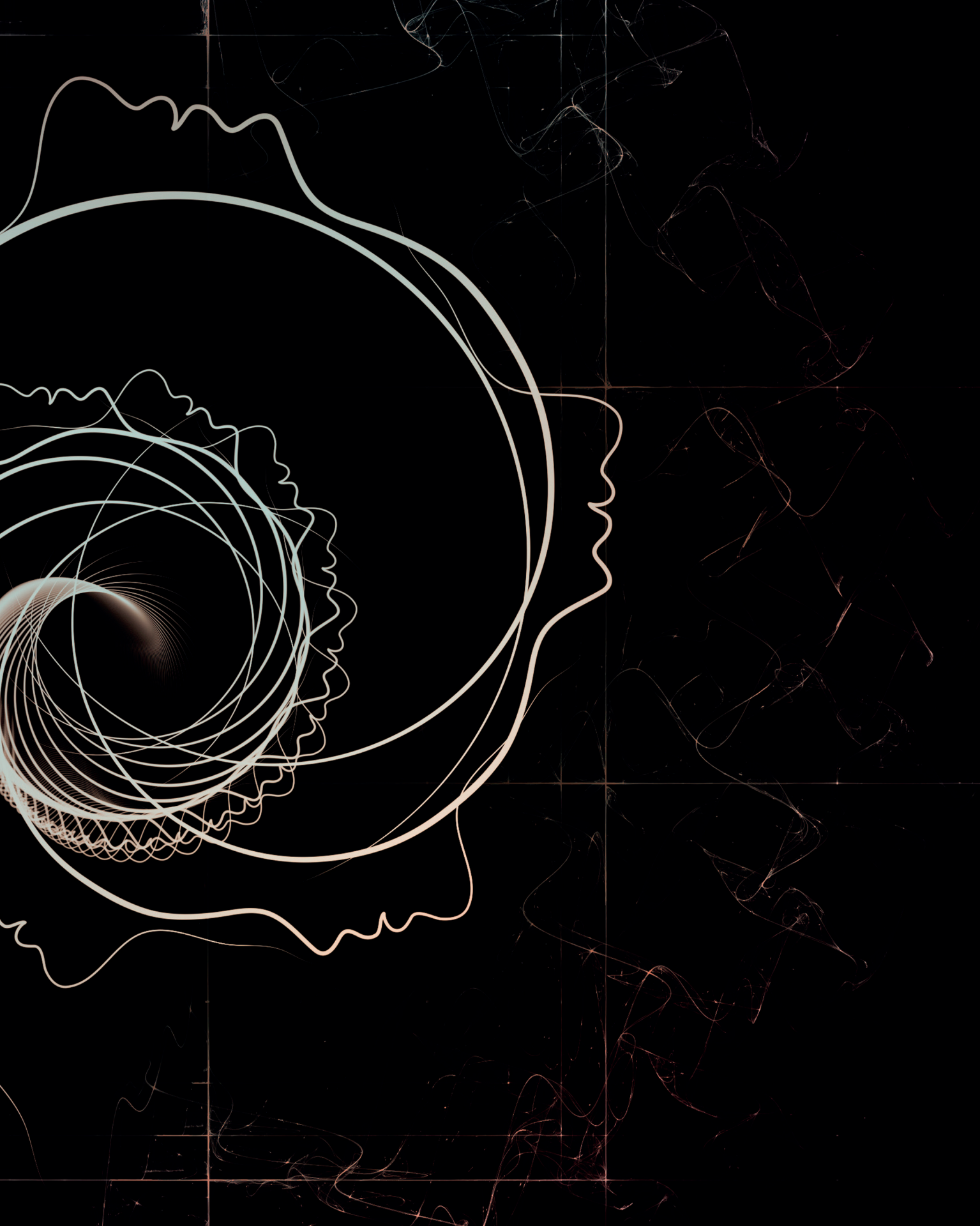
Section 1

Introductory

Topics in

Psychology





Social Influence



WHAT YOU NEED TO KNOW



Types of conformity:

Internalisation

Identification

Compliance



Explanations for conformity:

Informational social influence

Normative social influence

Variables affecting conformity as investigated by Asch:

Group size

Unanimity

Task difficulty



Conformity to social roles as investigated by Zimbardo



Explanations for obedience:

Agentic state

Legitimacy of authority



Situational variables affecting obedience as investigated by Milgram:



Proximity



Location



Uniform



Dispositional explanation for obedience: the authoritarian personality



Explanations of resistance to social influence:



Social support



Locus of control



Minority influence:



Consistency



Commitment



Flexibility



The role of social influence processes in social change



Social Influence

Every aspect of our lives is affected by social influence. What others think, feel and do is very important to us. We use this information as a guide to our own thoughts, feelings and actions. We want to feel part of social groups, to believe we hold the 'right' views and opinions, and to behave in 'appropriate' ways. Such social forces are well understood and can be used to explain, for example, why some songs become more successful than others without necessarily being better. It also explains the attempts by companies to manufacture popularity for products by creating videos that they hope will go 'viral'.

Humans are social creatures so it should not be surprising that we influence one another's behaviour, why sometimes we go along with what others do and why, on other occasions, we behave in ways that convince others to follow our lead. Social psychologists have long been interested in how groups reach agreement and why their members so readily accept the influence of others, why people are prone to do improper things when authority figures tell us to and even how some hardy individuals champion a minority view and, in the face of enormous social pressure, change the views of society.



CONFORMITY

Altering our behaviour to match more closely the behaviour of the majority of others around us is a normal and everyday occurrence. So normal in fact that we hardly even notice it happening. This is *conformity* – what Aronson (1976) defines as 'yielding to group pressure'. This pressure to 'give in' and do as others do might be real (perhaps a group of friends encouraging a person to join in with their smoking) or it might be unspoken or imagined. For instance, you might regard it as 'expected' by society to behave in a certain kind of way. These expectations, or norms, are seldom written down. We just 'know' how to behave, and often feel a pressure to conform to the behaviour of those around us.



Conformity is part of the glue holding society together and it can be seen as highly functional. If we did not conform to social norms the world around us would be very difficult to live in – we would be unable to predict how others were going to behave and this would result in a high degree of uncertainty. So conformity is not always a bad thing: any cost of conformity is ultimately small given the important benefits to the wider social group. To conform is not necessarily a sign of weakness – rather, it can be seen as a sign of trust and of relying on others for information and support.

TYPES OF CONFORMITY

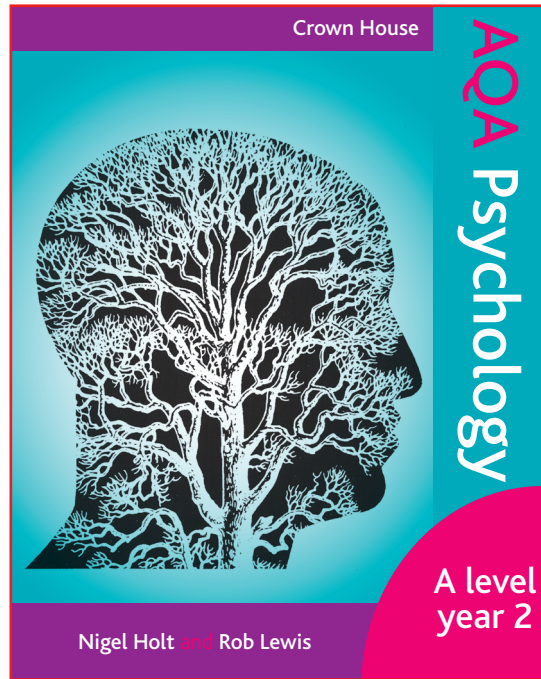
According to Kelman (1958) there are three types of conformity: *compliance*, *identification* and *internalisation*.

1. Compliance: This involves going along with the group without a change in attitude. We might behave as others in a group are behaving but we don't necessarily agree with or believe in the group behaviour. This is not necessarily a long-lasting change in behaviour – basically, it

lasts for as long as the group pressure is exerted. For example, we may feel pressured by peers to smoke whilst in school. We may be forced or bullied until we do so.

2. Identification: This is where conformity occurs because we want to be like the primary influence. The more attractive the influence, the more long term the conforming behaviour. In effect, we see others in a group as role models and try to be like them. We may want to be liked or accepted by a particular group who dress in a certain way, and so we too may begin to dress accordingly.

3. Internalisation: This is the most permanent form of conformity. The group opinion or behaviour is accepted as a belief by the individual and becomes part of their own thinking. Here, conformity occurs without any particular conscious effort. Religious belief could be described in terms of internalisation. The opinion of those in a person's family may be taken on board and internalised. Their views are accepted and integrated into an individual's own thinking and they conform.



A level year 2

AQA Psychology

Nigel Holt and Rob Lewis

ISBN: 978-184590991-8



Crown House Publishing Limited
www.crownhouse.co.uk

This easy-to-read, visually engaging textbook features:

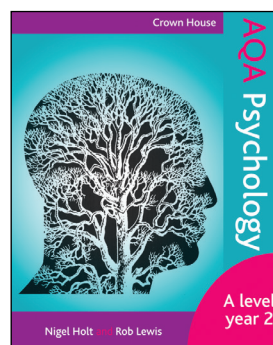
- Evaluations of key studies, to encourage reflection and critical analysis, aid understanding and give context
- Detailed exploration of research methods, to help develop analytical and mathematical skills
- 'Ask an examiner' hints and tips, practice questions and a section on exam preparation and revision, providing everything students need to prepare for their exams
- Lists of key terms, QR codes and web links to help explain key issues
- Carefully chosen images to promote debate and discussion and help ideas stick
- Colour-coded material for ease of use and checklists to break down everything you need to know for each topic
- Clearly identified A level only material, enabling it to be easily distinguished from AS material

Written by two experienced teachers, examiners and textbook authors, this new edition of the Holt and Lewis AQA Psychology textbook covers both AS level and A level year 1 thoroughly.

NIGEL HOLT is Head of Psychology at Aberystwyth University. He has taught psychology at GCSE and A level and worked for many years as a senior examiner for AQA. In addition to his ongoing research as a cognitive psychologist, Nigel is an established textbook author and editor of a large number of books for undergraduates.

ROB LEWIS is a Senior Lecturer in the Cardiff School of Education at Cardiff Metropolitan University. He has considerable experience and success teaching A level psychology and for many years was a senior examiner for AQA. In addition to teaching and examining, Rob has been actively involved in A level specification development and delivering INSET and CPD training for teachers.

ALSO AVAILABLE



Crown House AQA Psychology:
A level year 2

ISBN 978-184590991-8



Crown House Publishing Limited
www.crownhouse.co.uk
www.crownhousepublishing.com

ISBN: 978-184590974-1



Educational Psychology/Study & Revision Guide