**GCSE Psychology – Key Studies Summary – Paper 1**

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| **Name** | **Aim** | **Method** | **Results** | | **Conclusion** | | **Evaluation** |
| Murdock’s “Serial position curve”  (1962) | To provide evidence for separate STS and LTM of the multi-store model of memory | Lab study (control of EVs). Standardised procedures. 16 participants/ 20 words at rate of 1 per min. Male and female psych students (course requirement). Free-recall of words over 90 secs. Repeated 80 times over a few days with different words | First words from list recalled well (primacy effect). End of list words recalled well (recency effect). Middle of list not remembered well.  Drew serial position curve  Image result for serial position curve | | Separate stored for short term and long term memory. Supports multi-store memory model. First words in LTS, last words in STS. Middle words from list in neither. | | Remembering lists of words is not typical of how we use memory in real life, therefore study lacks ecological validity.  Participants similar age. Representative?  Participants were psych students. Might have guess study aims? |
| Bartlett’s “War of the ghosts”  (1932) | If we are given an unfamiliar story, would we alter the information so that it makes more sense? Testing Bartlett’s theory of reconstructive memory | Lab study (control of EVs). Standardised procedures. Participants all Cambridge students. Read story twice to self, 15 mins later told story to another, who told to another etc. Changes to story recorded | Passages because shorter (330-150 words)  Omissions (ghosts)  Changes to details (names of places, canoes to boats)  Changes to order of events | | Memory not an exact copy of what we hear.  Memory influenced by beliefs and stereotypes | | Supporting study: people shown picture of white man holding razor to black man but people ‘remembered’ seeing black man holding weapon  More representative of how we use memory in real life  Cambridge Uni students – representative? |
| Gilchrist & Nesberg’s “need & perceptual change”  (1952) | How motivation affects perception | Lab expt (control of EVs)  26 uni student volunteer  20 hrs without food  Random allocation; control group vs hungry group  Showed picture of food for 15s  After 15s shown picture and adjusted brightness  Tested at start of study, after 6hrs, after 20hrs | Control group – little difference in brightness with time  Experimental group – made image brighter with time | | Motivation affects perception | | High ecological validity – participants really hungry  Study was controlled – replicable  Small sample size, similar age – representative? |
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| Bruner & Minturn “perceptual set study” (1955) | How expectations can affect direct perception | Lab expt (control of EVs)  24 students – half shown series of letter flashing up on screen very quickly then test image then shown numbers then test image, then mixed numbers and letters then test image  Counterbalanced – other half of students  Image result for bruner minturn | 13 when shown numbers  B when shown letters | | Expectations directly affected how stimulus was interpreted. | | Controlled and counterbalances – reliable  Challenges Gibson’s theory of direct perception  Supports Gregory’s theory of constructivist perception  Small sample size  Low ecological validity – task not similar to how we perceive in real life. |
| Hughes “policeman doll study” (1978) | To see if children can see things from someone else’s point of view earlier than Piaget suggested | Lab expt (control of EVs)  Standardised procedures – can replicate study easily  30 children 3.5-5 years old  Model as shown in diagram  Child asked to hide doll so policeman can’t see him. Trialled with one policeman until children understood then with two.  File:Hughes (1975) Police Dolls experiment.pdf | 90% children aged 3.5-5 could hide doll (children were not egocentric) | | If the tasks makes sense to them, children aged 3.5-5 years old can see something from another person’s point of view.  Different to Piaget’s findings that children were egocentric until age 7 (3 mountains task) | | Children tested in an unfamiliar environment by a stranger. Maybe they stopped being egocentric at an even younger age?  Hiding from a policeman is not a familiar task to most children |
| McGarrigle & Donaldson “naughty teddy” (1974) | Can children conserve at an earlier age than Piaget found if the change to the material was accidental | Lab study (control of EVs)  Standardised procedures – can replicate study easily  80 children 4-6yo  Shown 2 rows of counters.  Asked if there were the same in each row  Puppet ‘accidentally’ messed up a row of counters and spread them out  Asked if there were the same number in each row | 62% of 4-6yos said there were the same in each row, therefore could conserve (compared to 16% in Piaget’s study) | | Children under 7 can conserve if change appeared to be accidental | | Challenged Piaget’s conclusions  Over 30% of children still failed to conserve  Children tested by adult stranger in strange environment |

**GCSE Psychology – Key Studies Summary – Paper 2**

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| **Name** | **Aim** | **Method** | **Results** | **Conclusion** | **Evaluation** |
| Asch’s “conformity”  (1956) | Would people conform to the opinions of others to give an answer they knew to be wrong? | Lab study (control of EVs)  Standardised procedures – can replicate study easily  Male American college students  Groups of 7-9 people shown sets of 4 lines (one standard line and 3 comparison lines).  Participant had to state out loud which comparison line was the same length as the standard line. Correct answer always clear  Only 1 real participant in each group, others were confederates who has been told to give the same incorrect response for 12/18 sets of lines.  Real participant was always the last to answer | Participants conformed to give same incorrect answer as the group 36.8% of the time  76% conformed at least once  24% never conformed | People conform to fit within a group even when they know they are wrong (normative social influence)  Conformity rose when  group size increased to 3   * task was made more difficult (lines more similar in length) * participant has to say answer aloud rather than anonymously | Lab expt – low ecological validity, people may not have behaved naturally  Trivial task – doesn’t reflect real life instances of conformity  USA – individualistic culture. Findings could not be generalised to all cultures |
| Piliavin’s “subway” (1969) | Does the appearance of a victim affect helping behaviour? | Field expt (little control of EVs)  Male and female passengers on subway in NYC  Participants unaware they were in study  Actor collapses on train in various disguises  38 trials = alcohol props  65 trials = sober and walking stick  Observers record frequency and speed of help | Walking stick = help within 70sec 95% of time  Drunk = help within 70sec 50% of time | Appearance affects whether help given | High ecological validity – participants didn’t know they were taking part so did not show demand characteristics, acted as usually would.  USA – individualistic culture. Findings cannot be generalised to all cultures  City centre not rural - cannot generalise  Ignores role of dispositional factors – some people more likely to help than others |
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| Von Frisch’s “bee” (1950) | How to bees communicate the location of a food source | Field expt in natural environment of participants (the bees)  Experimenter controlled IV but little control of EVs  Glass of sugar water placed at different locations  Glass sided hive to allow observation of bees  Bees who visited sugar water marked with paint  Researcher observed behaviour of the bees when they returned to the hive | If food <100m away bees circled to the right and then left  If food >100m away, ‘waggle dance’  Dance: straight line, abdomen waggled side to side then left circle, straight, right circle  Distance: number of turns made in 15sec  Food angle from sun: straight part of dance | Bees use movements to communicate distance and direction of food to each other  Image result for waggle dance | One of the first studies into animal communication, which encouraged more.  Results have been replicated – reliable  Sugar water glass – not natural for bees, so lacks ecological validity |
| Yuki’s “emoticons” (2007) | Does culture affect how facial cue are used in understanding emption? | Questionnaire  American and Japanese students  Standard questions  Rating scale 1-9 of how happy the face looked  6 different combinations of eyes and mouths  Image result for yuki emoticon study | Japanese – happy eyes = happiest  USA – happy mouths = happiest | People learn their own culture’s norms  Japan – culture tries to limit outward emotion. Eyes more genuine to read happiness | Emoticons instead of real faces – lacks ecological validity (but results same when replicated with photos)  Participants aware they were taking part in research so may not have given true responses. Researchers could have displayed demand characteristics about expected answers, making research less reliable  Representative – participants all students  Only happy and sad investigated – can’t generalise to all emotions |
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| Penfield’s “interpretive cortex” (1959) | To investigate the workings of the conscious mind | Clinical case studies – people who were undergoing conscious brain surgery  Cerebral cortex given gentle electrical stimulation with probe. Patient asked what they experienced | Qualitative results  Temporal lobe = hear piano music and could ID song. As a control, surgeon said he was going to re-stimulate the same area but didn’t, and patient heard nothing.  Temporal lobe = heard orchestra playing  Temporal lobe = boy heard his mother speaking  Visual cortex = people ‘saw’ images such as balloons  Motor area = movement  Sensory area = feeling of being touched | Localisation of function in brain’s cerebral cortex | All patients had severe epilepsy so were not representative of whole population  Findings were slightly different between individuals  People struggled to put their experiences into words |
| Tulving’s “gold memory” (1989) | To explore connections between types of memory and brain activity | Case studies – 6 volunteered  6 people injected with radioactive gold isotope which spreads into brain  Radioactive half life = 30s so minimal risk  PET scanned  Compared episodic and semantic memory  Participants thought of a topic, then were injected, then reading taken  12 rapid scans 0.2s long taken  8 trials per participant | Results of 3 participants discounted as they had inconsistent results  3 participants showed clear difference in blood flow when recalling semantic and episodic memories  Episodic = frontal and temporal lobes  Semantic = parietal and occipital lobes | Semantic and episodic memories produce activity in different parts of the brain | Ethics – full informed consent gained  Only 3 participants showed the effects – not generalisable  Can’t control what people actually think at the exact moment of the scan  Participants were fully informed volunteers who may have tried to get the procedure to work |
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| Wiles’ “effectiveness of CBT” (2013) | To investigate the effectiveness of CBT in people who have not responded to medication | Longitudinal field study over 1 yr  IV manipulated by researcher but limited control of EVs  UK participants aged 18-75 who had been taking antidepressants (Ads) for >6wks with no improvement in symptoms  Random allocation of participants  234 people CBT and medication  235 medication only (control group)  12 x 1hr sessions of CBT and follow up | After 6 months  90% of participants were followed up  46% of CBT group showed improvement in symptoms  22% of control group improved | CBT is an effective way of reducing symptoms of depression when used with ADs compared to ADs alone | 54% of participants showed no improvement despite CBT  32% of people didn’t attend all 12 sessions of CBT  Some control of EVs (bipolar patients and people who had already had therapy couldn’t take part)  Ethics: all patients were still treated with ADs and followed up with |
| Kaij’s “alcohol abuse in twins” (1960) | Do hereditary factors influence development of alcohol addiction | Case studies, questionnaires, interviews and psych testing  Public records of alcohol abusers used to identify participants  174 pairs of participants: 48 pairs were identical twins, 126 pairs were non-identical twins  All male, Swedish  Categorised alcohol use scale 1-5 | 54% of identical twins were in the same category as each other  28% of non-identical twins were in the same category as each other  As the level of dependency increased, there was greater concordance between identical twins  72% of chronic alcoholic identical twins were in same category | Hereditary factors are involved in alcohol use age and addiction | Self-reporting by participants – lying? Subjective? Give socially-desirable answers  Only looked at alcohol – can’t generalise to other addictions  All male, Swedish and twins – can’t generalise  Identical twins have same environment as well as DNA  46% of twins not in same category as co-twin so may not all be genetic |