

**APPLICATIONS OF RESEARCH IN DIFFERENT AREAS OF PSYCHOLOGY – how can you apply research to real-life scenarios?**

PAPER 1 - Overview	Criminal Behaviour	Development	Psychological Problems
	<p><b>PUNISHMENT – reduce anti-social behaviour</b></p> <p>(a) <b>Prisons:</b> way of punishing criminals by taking away their freedom, rights and privileges.</p> <p>(b) <b>Fines:</b> money can be an incentive to committing crimes like theft so loss of money should have the opposite effect.</p> <p>(c) <b>Community sentences:</b> offenders also pay back to society by giving up their time.</p> <p>(d) <b>Deterrent:</b> Many people do not commit crimes in the first place and this is because they want to avoid the negative consequences that they have seen others suffer.</p> <p><b>REHABILITATION – promote pro-social behaviour</b></p> <p>(a) <b>Restorative justice:</b> The victim of the crime will actually meet the criminal, the offender has to take responsibility for their crime and face the consequences of their actions when talking with their victim. Offenders are encouraged to apologise, return any property/money and complete community service bringing them back into the community.</p> <p>(b) <b>Positive role models:</b> offenders observe the actions of pro-social role models so they can learn how to behave.</p>	<p><b>READINESS FOR QUESTIONING</b></p> <p><b>How?</b> Ensuring that teachers ask students questions in a way that mirrors their development stages.</p> <p><b>Why?</b> Piaget claimed that children need to have learning experiences based on their developmental stage (i.e. sensori motor, pre-operational, concrete operational, formal operational) in order to confidently tackle &amp; learn from the question.</p> <p><b>READINESS FOR KEY STAGES</b></p> <p><b>How?</b> Key stages are age related stages of development used to organise the education of children <b>Why?</b> Piaget’s stages are linked to the different key stages in education. For example, when children are developing through the concrete operational stage, children may learn to cook to help develop skills such as measurements and pouring ingredients into containers.</p> <p><b>GROWTH MINDSET – Praise for effort</b></p> <p>Teachers set small but doable tasks to make progress and praise for effort rather than attainment/intelligence so they develop a love of learning and seek to improve &amp; try new things.</p> <p><b>MEANING NOT LEARNING STYLES</b></p> <p>Teachers support students to think about meaning of information and linking to prior experiences etc.</p>	<p><b>NEUROPSYCHOLOGICAL TESTS &amp; SCANS</b></p> <p>Standardised (used on many people and have been shown to be reliable) &amp; compared against ‘normal’ samples.</p> <p>(a) Wisconsin Card Sort test (WCST)- frontal lobe function                  (b) Beck Depression Inventory (BDI) – severity of depression                  (c) PET scan - shows blood flow in the brain</p> <p><b>USE OF DRUGS TO TREAT CONDITIONS</b></p> <p><b>Depression:</b> anti-depressant drugs increase the number of neurotransmitters in the brain (serotonin or noradrenaline). Excess serotonin in the synapse helps the neurons communicate better, which helps people feel less depressed.</p> <p><b>Schizophrenia:</b> anti-psychotic drugs act by blocking some of the dopamine receptors (which stops some of the chemical messages passing through the brain). By reducing the number of messages, it reduces the effects of the psychotic episode.</p> <p><b>PSYCHOTHERAPY – talking therapies (no drugs)</b></p> <p><b>CBT – aims to change how the individual thinks &amp; behaves-</b> to confront the negative irrational thoughts and how they impact on the individual. Uses Ellis’ A-B-C model and adds D= Disputing (questioning) the persons irrational beliefs and E= Effect of changing the interpretation of an event.</p>
Possible exam question	<p><i>Leah has been caught shoplifting on a number of occasions. Up until now, she has been let off with a warning, but the police have recognised that this is not stopping her from reoffending.</i></p> <p><b>Using the source, suggest how both rehabilitation and punishment could be used to try to stop Leah reoffending. (6 marks)</b></p> <ul style="list-style-type: none"> <li>• Identify a way to punish/rehabilitate</li> <li>• Apply it to the scenario</li> <li>• Explain why it would work</li> </ul> <p><i>Restorative justice (rehabilitation) enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples’ possessions (1). Leah could be asked to meet with the shop owners to see the impact of stealing from them (1) and find a way to make amends, such as repaying the money or community service (1). A positive role model could act as a mentor during community service to show her more positive community experiences (1) then she may be less likely to steal in the future (1).</i></p>	<p><b>Explain how Piaget’s ideas have been applied to education with reference to either readiness or active learning. (4 marks)</b></p> <p><i>Piaget suggested that teachers ask students questions that are suitable for their development stage. (1)</i>  <i>For example, if you asked a child who was still in the concrete operational stage to work out a maths question in their head, they would be unable to do it because they have not yet reached the stage where they can use abstract thinking. (1)</i></p> <p><i>Piaget also suggested that the education of children should be organised in key stages that are related to their stage of cognitive development. (1) For example, Children in the final formal operational stage learn their GCSE’s and so would be given hypothetical situations to debate to develop their hypothetical thinking. (1)</i></p>	<p><b>How has the research from psychological problems helped to develop the psychological treatment people receive today? Include real life examples. (6 marks)</b></p> <p><i>Cognitive behaviour therapy is a form of psychotherapy that is based on the idea that if someone perceives something in an irrational/negative way it can affect how we think in general. (1) Generally a short-term treatment, CBT requires the client to identify problems and break them down into thoughts, feelings, actions. (1) With the client, the therapist uses Ellis’ A,B,C (D&amp;E) model to identify irrational perceptions and the effect they are having on the client. (1) With <b>depression</b>, by focusing on the effects of negative thoughts and looking at more positive ways of viewing events, it aims to reduce symptoms of depression. (1) With <b>schizophrenia</b>, CBT offers a way of re-evaluating the irrational perceptions or voices by finding ways to cope with them. (1) For example, with a client who believes there are microphones in the therapist’s chair, the therapist will use the ‘D’ of the model to invite the client to ‘dispute’ this belief by inspecting the chair for microphones. (1)</i></p>