

Psychology: Evidence, Experience and Behaviour

GAC029 outcome practice; check the current centre brief.

A phone alert raises several questions

- Why did a student stop revising to check an alert?
- Ask about attention, learned consequences and body processes.
- An explanation needs evidence, not just a familiar label.

What a module task should demonstrate

- Public outcomes include concepts, history and a reported experiment.
- Possible assessment includes experiment, test and coursework.
- Use the centre brief for marks, required examples and deadlines.
- An unexpected result can still be reported honestly.

Behaviour and mental processes

- Psychology: scientific study of behaviour and mental processes.
- Behaviour can be observed; experience may require a report or task.
- Scientific claims use systematic evidence and can be questioned.

Five perspectives on the same action

- Biological: brain and body processes; behavioural: learned responses.
- Cognitive: attention, memory and interpretation.
- Humanistic: choice, goals and growth.
- Psychodynamic: unconscious processes and conflicts.

Make music and recall measurable

- Independent variable: music versus silence.
- Dependent variable: number of words recalled from twenty.
- Keep study time, instructions and testing conditions consistent.
- Use matched word lists to reduce repeated-list learning.

Counterbalancing addresses order effects

- Repeated measures: each participant completes both conditions.
- Half use music first; half use silence first.
- Practice and fatigue may affect a later attempt.
- Counterbalancing reduces order bias; it does not define an experiment.

Ethics before data collection

- Explain participation and obtain informed consent.
- Protect participants; permit withdrawal and protect privacy.
- Debrief after participation and explain the real purpose.
- Agree the protocol with the teacher before collecting data.

Three parts of an emotional experience

- Body change: heart rate may rise.
- Expression: a face or voice may change.
- Subjective feeling: the person reports their experience.
- The three parts need not identify an emotion on their own.

Traits describe; learning accounts explain

- Personality: relatively lasting patterns of thought, feeling and behaviour.
- Trait theories describe dimensions of tendency.
- Learning approaches examine effects of experience.
- One action does not establish a stable personality trait.

From light to a recognised face

- Sensation: detect a stimulus through a sense organ.
- Perception: interpret sensory information.
- The eye receives light; the brain interprets a familiar face.
- Interpretation can use context and earlier experience.

Detection and noticing a change

- Absolute threshold concerns detecting a stimulus.
- Difference threshold concerns detecting a change.
- Example: hearing a faint tone versus noticing a louder tone.
- Detection varies between trials and conditions.

Constancy and an illusion

- Perceptual constancy keeps a recognised property relatively stable.
- A friend does not seem smaller simply because they walk away.
- Context helps interpretation but can also produce an illusion.
- Explain the interpretation instead of saying the senses are broken.

A neuron and the signal path

- Dendrites receive input; an axon carries a signal.
- A synapse is a junction between cells.
- Neurotransmitters carry chemical signals across many synapses.
- Networks, rather than single cells, support complex behaviour.

Central and peripheral systems

- Central nervous system: brain and spinal cord.
- Peripheral nervous system: nerves outside the central system.
- Incoming information and outgoing signals connect body and brain.
- Brain regions are associated with functions within networks.

Read the original and the outcome notes together

- The original handout remains unchanged.
- Extra notes develop history, motivation, emotion, sleep and brain functions.
- Named models are introductory examples of the public outcomes.
- Confirm the required selection and depth with the current course brief.

From philosophical questions to laboratory tasks

- Earlier questions concerned the mind and the body.
- Wundt opened a psychology laboratory in Leipzig in 1879.
- Controlled tasks made experience a subject of organised study.
- Private reports can be hard to verify independently.

Functions, hidden processes and observable behaviour

- James and functionalism asked how mental processes help adaptation.
- Freud explored unconscious processes through personal histories.
- Behaviourists focused on observable behaviour and learning.
- Each approach raised a different question and faced different limits.

Choice, information and modern overlap

- Humanistic approaches emphasise choice, meaning and growth.
- Cognitive approaches test attention, memory and thinking.
- Biological research connects behaviour with brain and body evidence.
- Modern psychology can combine questions from several approaches.

Emotion functions overlap with context

- Fear can support responding to danger; anger can signal an obstacle.
- Sadness may follow loss; joy may encourage rewarding activity.
- Fear and excitement may share body arousal.
- Context and a person's report help distinguish experiences.

James–Lange and Cannon–Bard predictions

- James–Lange: body changes, then the experience of those changes.
- Cannon–Bard: body arousal and feeling occur in parallel.
- Use the same loud sound to compare their sequences.
- Theories describe proposed relationships, not universal proof.

The two-factor account adds a label

- Schachter–Singer: arousal plus a context-based interpretation.
- The same fast heartbeat may be labelled fear or excitement.
- Identify the body response and the interpretation separately.
- A classroom story illustrates a prediction; it does not test it.

Learning can maintain a tendency

- Praise may reinforce preparing questions.
- Watching a careful teammate may provide a model.
- Repeated experiences can help explain a lasting response.
- Learning is a possible influence, not the only cause.

Interest and outside outcomes

- Motivation directs behaviour towards a goal.
- Intrinsic motivation: interest or satisfaction in the activity.
- Extrinsic motivation: an outside outcome such as a prize.
- A student can have both motives for the same task.

Drive, arousal and incentives

- Drive reduction: act to reduce an unmet physical need.
- Arousal account: seek a suitable level of activation.
- Incentive account: expected outside outcomes attract behaviour.
- Compare drinking, choosing a puzzle and revising for a certificate.

Maslow proposes needs, not fixed deadlines

- Basic needs, safety, belonging, esteem and growth feature in the model.
- Feeling unsafe can make study harder.
- People can pursue several needs together.
- The hierarchy does not establish one universal order of behaviour.

Sleep changes awareness and activity

- Consciousness: awareness of yourself and your surroundings.
- Sleep involves changing activity rather than a switched-off brain.
- REM and non-REM sleep repeat through the night.
- Dreams can occur outside REM; cycle length varies.

Why sleep, and why at this time?

- Restoration accounts emphasise recovery and repair.
- Memory accounts emphasise learning and remembering.
- Evolutionary accounts consider energy use and timing of activity.
- Circadian timing and rising sleep pressure help explain sleepiness.

Four cortical lobes and related functions

- Frontal: planning, decisions and voluntary movement.
- Parietal: body sensations and spatial information.
- Temporal: hearing, memory and aspects of language.
- Occipital: visual processing; regions work together.

Other structures form part of the network

- Cerebellum: coordination and balance.
- Brainstem: basic functions and brain–body signal routes.
- Hippocampus: forming new memories of events and facts.
- Amygdala: emotional importance, including threat-related information.

Design a safe, testable study

- Question: does quiet music change words recalled?
- Define study time, recall time and scoring before collecting data.
- Balance condition order and list assignment.
- Agree consent, withdrawal, privacy and the safe protocol first.

Summarise fictional paired scores

- Music scores: 8, 11, 10, 9; mean 9.5 words.
- Silence scores: 10, 12, 11, 9; mean 10.5 words.
- Paired differences: -2 , -1 , -1 , 0 ; mean -1 word.
- Tiny fictional data illustrate reporting, not a population conclusion.

Write a report readers can evaluate

- Introduction and method: question, design, procedure and safeguards.
- Results: actual scores, summaries and variation.
- Discussion: interpretation, alternatives and limitations.
- References and materials: identify sources and the instructions used.

Check yourself

- Compare behavioural and cognitive accounts of phone checking.
- Explain why arousal alone cannot identify an emotion.
- Apply one motivation account and give a limit.
- Name two sleep accounts and one brain–function association.