

15.1 Theorists, schools and their claims: evidence and transfer

Name: _____ Class: _____ Date: _____ **Total: 8 marks**

KEY WORDS structuralism • cognitive revolution

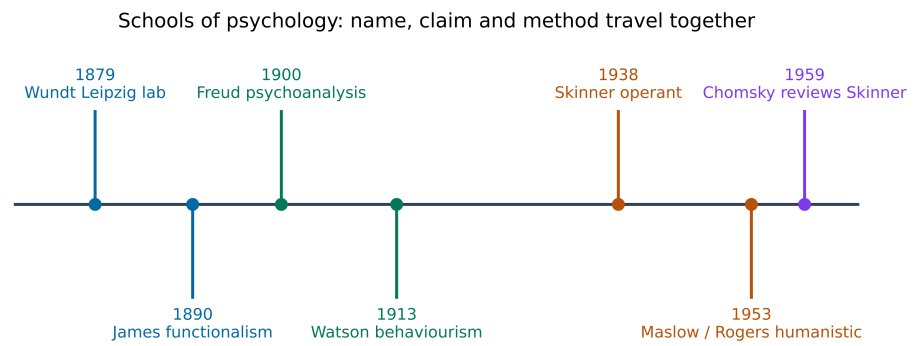
Objective

Match founders and schools to their methods and claims; Distinguish behavioural, humanistic and cognitive programmes; Locate major theorists within their traditions. Original practice and authored marking guidance.

1 Key knowledge and worked examples

structuralism : Titchener’s school analysing experience into basic elements by introspection. **cognitive revolution** : The 1950s restoration of mental processes as lawful objects of study, displacing strict behaviourism.

Classify an explanation by its proposed mechanism and method. Structuralist analysis of experience differs from functional questions about adaptation. Behaviourist accounts study relations among environment and observable action; cognitive accounts use representations and processing. Gestalt accounts emphasize organization rather than reducing every percept to isolated sensations. A historical label is useful only when it identifies a claim that could guide evidence collection.



Worked case. One account studies reinforcement schedules; another models a temporary information store; a third studies the purpose a behaviour serves. Match each emphasis.

Reinforcement schedules fit a behavioural emphasis. A temporary information store fits a cognitive information-processing emphasis. Adaptive purpose fits functionalism’s characteristic question. These are explanatory emphases, not a claim that a modern researcher must belong exclusively to one school.

2 Practice

2.1 Psychology’s founding laboratories of the 1870s are credited to: [1]

A. Mary Calkins and Wilhelm Wundt B. Ernst Weber and Gustav Fechner C. Gustav Fechner and E. B. Titchener D. Wilhelm Wundt and William James E. William James and Sigmund Freud

2.2 Analysing coping as moving toward, away from or against people is associated with: [1]

A. Aaron Beck B. Carl Rogers C. Karen Horney D. Erik Erikson E. Erich Fromm

2.3 Revisit the worked case. State one conclusion its evidence supports and one stronger conclusion it does not support. Explain the difference. [2]

3 Exam-style questions

3.1 An answer names a famous theorist but gives no account of the observation. Rewrite it as an explanation that could be checked, using the reinforcement case. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]

Solutions

2.1 Answer: D. Wundt (Leipzig, 1879) and James (Harvard) founded the 1870s laboratory tradition. The other options do not satisfy the stated defining conditions.

2.2 Answer: C. The three movement patterns are Horney's; Beck is cognitive therapy, Rogers person-centred. Compare the exact process, design or evidence, rather than an associated keyword.

2.3 Use the worked case evidence to support a bounded claim and explain why a causal, universal or stronger claim needs additional evidence. The claim must fit the specific design and observed process.

3.1 If a consequence follows a target action and increases its later frequency, the account predicts more of that action under the contingency than without it. Define the action, consequence, schedule and observation period. A name alone provides no mechanism or discriminating prediction. Randomized ethical comparisons can strengthen inference. Award B1 each (authored) for the interpretation, its reasoning, a relevant limitation/alternative and an appropriate check, up to four points. Accept a different justified answer satisfying these demands.