

SAQ learning perspective

Study the syllabus details, esp. learning outcomes and content. Be familiar with this and try to relate it to what we have worked with.

Details on paper 1 section A: SAQ (section B is normal essays)

- SAQ are mini-essays.
- This means that you should be familiar with the command terms and apply them when you answer the question.
- Check marks if there is a part A and a part B. The question with highest marks should have most attention.
- You should not make an introduction and a conclusion, and the answer is thought of something like a one-page answer (around 350 words)
- Address the question directly in the first lines, e.g. 'One concept within the learning perspective is.....'.
- Answer the question on the paper (and only that). Don't spend time on adding redundant knowledge just to show that you know.
- Always refer to empirical studies and evaluate if possible. Also give some hints as to why you mention that particular study in this context. Don't be too long in details on the study.
- A mini-essay of this kind demands 15 minutes of work
- Some brief planning is appropriate (to search for studies and relevant comments).
- Always use psychological concepts, theories and terms in answering. Avoid common sense reasoning and anecdotal evidence.
- Remember: concepts, theories, explanations etc. mean that you should mention at least two. Don't do more. There's no time for it.

Outline of directive and command terms

The following terms all invite you to give reasons for something and substantiate it with evidence

- **Account for...** find an explanation for a particular outcome or happening and give reasons for your argument
- **Explain....** find an explanation for something, for example: What is understood by a specific concept? . If the question also include 'why' you must provide this.
- **How...** again explain a given development or situation. This will often be followed by a second part where you must analyse.
- **Why...** an invitation to find reasons for something and use evidence in your argumentation. Much like ...account for.

The following terms all invite you to describe something (= give a description) which is neutral (but often followed by an invitation to analyse or discuss)

- **Describe**..give a portrayal of a given situation, event or outcome.
- **Define**...simply means that you should say what it means.
- **Outline**..give a brief summary of the major aspects of whatever is stated in the question

The following terms all invite you to do something specific, which is implied in the term itself

- **analyse**...give an examination of something and use evidence to support your argument, for example possible reasons for something, inter-relationship between key variables etc.
- **assess**....try to weigh whatever evidence is available and reach a conclusion. The most important thing is that you underpin your arguments.
- **compare**...try to describe the situations or outcomes including similarities and differences (compare and contrast).
- **discuss/comment upon/consider**....all these terms invite you to express your own opinion based upon available evidence. You may have to comment upon a quotation. Obs. Your own opinion does not include emotional arguments, but that you shall consider whatever the question asks you and use your judgement and evidence to form a relevant argumentation in support for it.
- **examine**...means that you must 'enquire into' something, take a critical look at it and analyse the evidence before you conclude.
- **evaluate (=analyse and criticise)**...means that you should give an appraisal (what is positive/negative, possible implications etc.) and use evidence to substantiate.
- **to what extent**....this is an invitation to participate in an ongoing debate, and your own judgement on the issue using available evidence is required in the argumentation.

SHORT ANSWER QUESTIONS

Question 1

A: Identify one theoretical explanation of behavioural change from the learning perspective.(4 marks)

B: Use **one** psychological study to illustrate your point. (4 marks)

Question 2

A: Identify one research method used by psychologists working within the learning perspective and describe how this method has been applied in **one** empirical study (4 marks)

B: Give one strength and one limitation of the method described in part A. (4 marks)

Question 3

Examine ethical controversies related to **one** method associated with the learning perspective (8 marks)

Question 4

A: Identify important historical and cultural factors that gave rise to the learning perspective (4 marks)

B: Use one empirical study to illustrate. (4 marks)

Question 5

Outline *one* basic assumption on which the learning perspective is based and choose one study that demonstrates how that assumption supports a learning explanation of human behaviour. (8 marks)

Question 6

Identify and explain the strengths and limitations of learning explanations of behaviour choosing a topic of your own choice. (8 marks)

Question 7

A: Evaluate the extent to which the learning perspective is reductionist. (4 marks)

B: Use **one** empirical study to illustrate your point. (4 marks)

Question 8

A: Examine what is meant by 'environmental determinism'. (4 marks)

B: Assess if the position of environmental determinism is questioned by researchers within this perspective. (4 marks)

Question 9

A: identify one development within the learning perspective that includes cognitive factors. (4 marks)

B: compare this position to traditional learning theory using a topic of your own choice (4 marks)

