

# SPECIALIST TERMINOLOGY IN ESSAYS

## Overview

The aim of this activity is to reinforce the use of key terminology and develop their essay writing. Students will be provided with an essay where many of the key terms are missing. Their job is to simply complete the essay, adding the missing key terms.

### Resources Required

- An example essay where the key words omitted (see example attached)
- Optional: Key word bank (for teaching and learning strategy A)
- Optional: Peer marking essay grid (for stretch and challenge activity)

## Teacher Instructions

### Teaching and Learning Strategy A (Easy version)

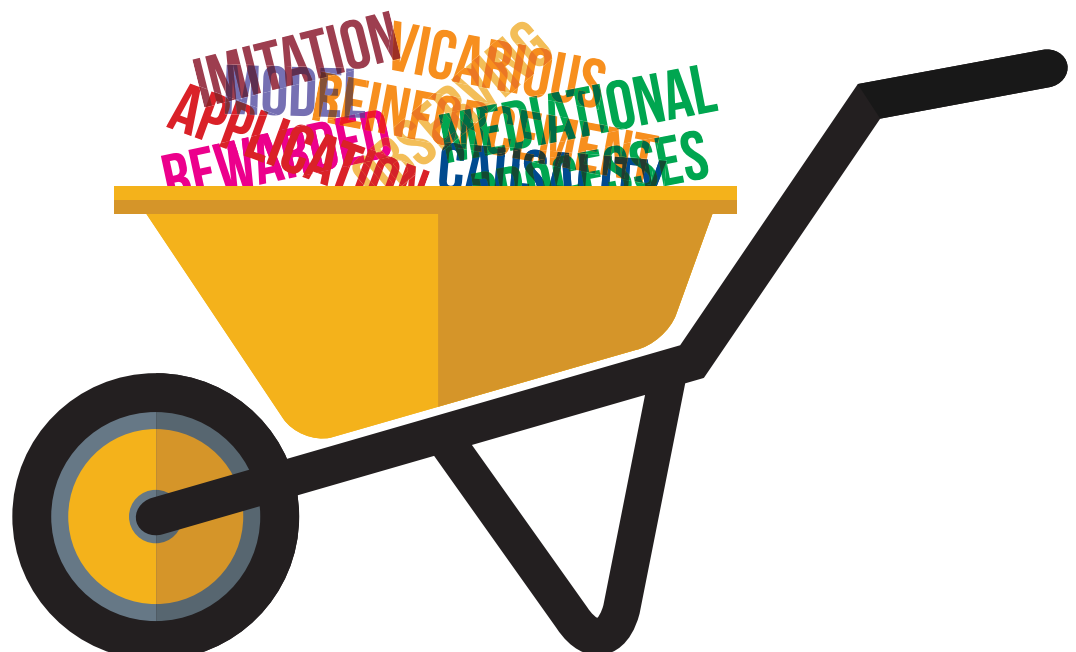
The students can either work individually or in pairs, to complete this task. Students should be provided with a copy of the word bank and essay. Students should then read the essay and add in the missing key terminology, as they work their way through this essay.

### Teaching and Learning Strategy B (Difficult version)

As above, the students can either work individually or in pairs, to complete this task. **DO NOT** provide the students with a copy of the word bank, just the essay. Students should then read the essay and try to work out the missing key terminology for themselves.

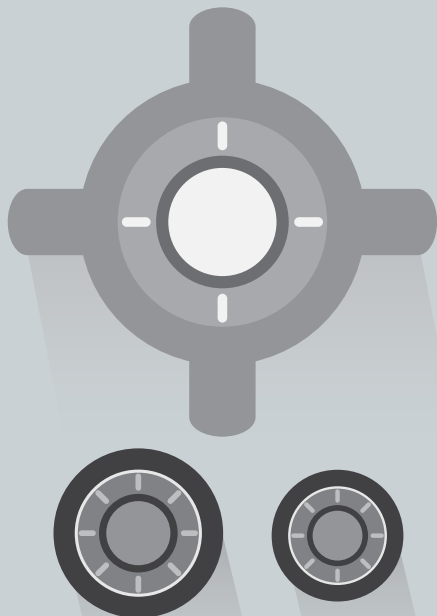
### Stretch & Challenge

Once the students complete the above task, provide students with a copy of the 'peer marking essays' handout and ask to the students to mark this essay (remember it is an A-Level 16 mark essay). Once the students have agreed a mark, they should then outline how they would improve this essay.



# SPECIALIST TERMINOLOGY IN ESSAYS

## WORD BANK



PUNISHED

COGNITIVE FACTORS

IDENTIFY

TESTOSTERONE

BANDURA

POSITIVELY REINFORCED

IMITATION

HIGHLY CONTROLLED

LABORATORY

OBSERVATIONAL

LEARNING

REINFORCEMENT

BIOLOGICAL FACTORS

MENTAL REPRESENTATION

MEDIATIONAL PROCESSES

DEMAND CHARACTERISTICS

VICARIOUS

## Outline and evaluate the social learning approach in psychology (16 marks)

Social learning theory (SLT) attempts to explain how people learn when they observe other people. \_\_\_\_\_ conducted a series of experiment examining SLT, as he believed that \_\_\_\_\_ is the most important process in human learning. According to Bandura, there are a number of processes involved in observational learning, however everything begins with a role model demonstrating, or modelling a behaviour.

For SLT to occur, someone must 'model' a behaviour/attitude. If the person observing the behaviour sees the person as a 'role model', then they will \_\_\_\_\_ with them. Identification involves associating with the qualities, characteristics and views of a role models, to become more like that person. Thereafter, someone may copy the observed behaviour, which is known as \_\_\_\_\_. Finally, the consequence of the behaviour determines whether or not the behaviour will be repeated again in the future. \_\_\_\_\_ can also be \_\_\_\_\_ which is where an individual learns through observing another person being \_\_\_\_\_ or \_\_\_\_\_. If a person observes a role model being \_\_\_\_\_, then they are likely to imitate that behaviour, as if they had been reinforced themselves.

SLT is different to the other behaviourist theories, as it takes into the account the role of \_\_\_\_\_ (thoughts). According to Bandura, in order for SLT to take place, a person will form a \_\_\_\_\_ of the behaviour and weigh up the pros and cons of being rewarded before copying the behaviour. If the pros outweigh the cons, then they will imitate the observed behaviour.

One strength of SLT is that it takes into account \_\_\_\_\_. SLT acknowledges the role of \_\_\_\_\_ suggesting that humans weigh up the pros and cons of an action before imitating the behaviour. Therefore, SLT provides a more detailed explanation of behaviour in comparison to classical and operant conditioning, and is more widely accepted by psychologists.

However, one weakness of SLT is that it ignores \_\_\_\_\_. Bandura's research consistently found that boys were more aggressive than girls, which cannot be explained by SLT alone. This could be explained by an increased level of \_\_\_\_\_ in boys, which is not considered in SLT.

A final weakness of SLT is the over-reliance on laboratory studies. Many of Bandura's studies examined children's behaviour in \_\_\_\_\_ settings. The children may have demonstrated \_\_\_\_\_ where they responded in a way (hitting the doll) because they were being watched by an experimenter. Consequently, we may be unable to apply the results of laboratory studies to everyday samples of learning in children and we are unable to conclude that children learn aggressive acts from SLT alone.

# SPECIALIST TERMINOLOGY IN ESSAYS

## ESSAY ANSWERS

### Outline and evaluate the social learning approach in psychology (16 marks)

Social learning theory (SLT) attempts to explain how people learn when they observe other people. **Bandura** conducted a series of experiment examining SLT, as he believed that **observational learning** is the most important process in human learning. According to Bandura, there are a number of processes involved in observational learning, however everything begins with a role model demonstrating, or modelling a behaviour.

For SLT to occur, someone must 'model' a behaviour/attitude. If the person observing the behaviour sees the person as a 'role model', then they will **identify** with them. Identification involves associating with the qualities, characteristics and views of a role models, to become more like that person. Thereafter, someone may copy the observed behaviour, which is known as **imitation**. Finally, the consequence of the behaviour determines whether or not the behaviour will be repeated again in the future. **Reinforcement** can also be **vicarious** which is where an individual learns through observing another person being **rewarded** or **punished**. If a person observes a role model being **positively reinforced**, then they are likely to imitate that behaviour, as if they had been reinforced themselves.

SLT is different to the other behaviourist theories, as it takes into the account the role of **mediational processes** (thoughts). According to Bandura, in order for SLT to take place, a person will form a **mental representation** of the behaviour and weigh up the pros and cons of being rewarded before copying the behaviour. If the pros outweigh the cons, then they will imitate the observed behaviour.

One strength of SLT is that it takes into account **cognitive factors**. SLT acknowledges the role of **mediational processes** suggesting that humans weigh up the pros and cons of an action before imitating the behaviour. Therefore, SLT provides a more detailed explanation of behaviour in comparison to classical and operant conditioning, and is more widely accepted by psychologists.

However, one weakness of SLT is that it ignores **biological factors**. Bandura's research consistently found that boys were more aggressive than girls, which cannot be explained by SLT alone. This could be explained by an increased level of **testosterone** in boys, which is not considered in SLT.

A final weakness of SLT is the over-reliance on laboratory studies. Many of Bandura's studies examined children's behaviour in **highly controlled laboratory settings**. The children may have demonstrated **demand characteristics** where they responded in a way (hitting the doll) because they were being watched by an experimenter. Consequently, we may be unable to apply the results of laboratory studies to everyday samples of learning in children and we are unable to conclude that children learn aggressive acts from SLT alone.

# ESSAY MARKING GRID

Name on essay:

Names of peer-markers:

Level	AS Level	A Level	Accuracy	Knowledge	Evaluation	Clarity and organisation	Focus	Specialist terminology
4	10-12	13-16	Accurate	Generally well-detailed	Thorough and effective	Clear and coherent	Focused on question	Used effectively
3	7-9	9-12	Occasional inaccuracies	Evident	Some effective evaluation	Mostly clear and organised	Mostly focus on question	Mostly used appropriately
2	4-6	5-8	Lacks accuracy	Present	Limited effectiveness	Lacks clarity / organisation in places	Mainly descriptive	Used inappropriately on occasions
1	1-3	1-4	Many inaccuracies	Limited	Limited or absent	Lacks clarity & poorly organised	Poorly focused	Absent or inappropriately used
0	0	0	No creditworthy material	No creditworthy material	No creditworthy material	No creditworthy material	No creditworthy material	No creditworthy material

Overall Mark Band:

Mark Awarded: /12

EBI (Even better if):

WWW (What went well):