

## UNIT 2: RESEARCH METHODOLOGIES AND ETHICAL PRINCIPLES, AND KEY SKILLS

Key knowledge	Research methodologies and ethical principles	Key skills
<b>Area of Study 1: Interpersonal and group behaviour</b>		
<ul style="list-style-type: none"> <li>• classic and contemporary theories and studies relating to the formation and change of attitudes, including the applications and limitations of the tri-component model of attitudes;</li> </ul>		
<ul style="list-style-type: none"> <li>• the interrelationship between attitudes, prejudice and discrimination:                             <ul style="list-style-type: none"> <li>– factors contributing to the development of prejudice</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>– factors which may reduce prejudice: inter-group contact (sustained contact, mutual interdependence, equality), cognitive interventions and super-ordinate goals</li> </ul>		
<ul style="list-style-type: none"> <li>– social and cultural grouping, stigma, stereotypes and prejudice: gender, race and age;</li> </ul>		
<ul style="list-style-type: none"> <li>• social influences on the individual:                             <ul style="list-style-type: none"> <li>– effects of status and social power within groups, informed by researchers such as Zimbardo</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>– factors affecting obedience including social proximity, legitimacy of authority figures and group pressure, informed by researchers such as Milgram</li> </ul>		
<ul style="list-style-type: none"> <li>– factors affecting conformity, including normative influence and culture, informational influence, unanimity, group size, deindividuation and social loafing, informed by researchers such as Asch, and Smith and Bond</li> </ul>		
<ul style="list-style-type: none"> <li>– ways in which a group may influence others to change their behaviour including peer pressure, risk-taking behaviour;</li> </ul>		

Key knowledge	Research methodologies and ethical principles	Key skills
<b>Area of Study 1: Interpersonal and group behaviour (continued)</b>		
<ul style="list-style-type: none"> <li>pro- and anti-social behaviour of the individual:</li> </ul>		
<p>characteristics of, and factors influencing, pro-social behaviour: situational (bystander intervention and effect), social norms-reciprocity principle; social responsibility norm; personal (empathy, mood, competence); altruism</p>		
<p>characteristics of, and factors influencing, anti-social behaviour: diffusion of responsibility; audience inhibition; social influence; cost-benefit analysis</p>		
<p>social learning theory, including the work of Bandura</p>		
<p>explanations of aggression from ethological, biological, psychodynamic and social learning perspectives;</p>		
<ul style="list-style-type: none"> <li>research methods appropriate to the measurement of attitudes and behaviours;</li> </ul>		
<ul style="list-style-type: none"> <li>the extent to which ethical principles are applied to research investigations into attitudes and behaviours.</li> </ul>		

## UNIT 2: RESEARCH METHODOLOGIES AND ETHICAL PRINCIPLES, AND KEY SKILLS

Key knowledge	Research methodologies and ethical principles	Key skills
<b>Area of Study 2: Intelligence and personality</b>		
<ul style="list-style-type: none"> <li>• the concept of intelligence and factors that influence intelligence, including the interaction of genetic and environmental factors;</li> </ul>		
<ul style="list-style-type: none"> <li>• classic and contemporary approaches to describing intelligence, including:               <ul style="list-style-type: none"> <li>– Howard Gardner’s theory of multiple intelligences</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>– Robert Sternberg's triarchic theory of intelligence</li> </ul>		
<ul style="list-style-type: none"> <li>– Cattell-Horn-Carroll model of psychometric abilities</li> </ul>		
<ul style="list-style-type: none"> <li>– Salovey and Mayer’s ability-based model of emotional intelligence;</li> </ul>		
<ul style="list-style-type: none"> <li>• strengths and limitations of scientific methodologies used to measure intelligence, including:               <ul style="list-style-type: none"> <li>– Intelligence Quotient (IQ)</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>– Stanford-Binet test</li> </ul>		
<ul style="list-style-type: none"> <li>– Wechsler’s Intelligence Scales;</li> </ul>		

Key knowledge	Research methodologies and ethical principles	Key skills
<b>Area of Study 2: Intelligence and personality (continued)</b>		
<ul style="list-style-type: none"> <li>• the concept of personality, including characteristic patterns of thoughts, feelings and behaviours of an individual, and the influence of genetic and environment factors;</li> </ul>		
<ul style="list-style-type: none"> <li>• classic and contemporary theories of describing and classifying personality:               <ul style="list-style-type: none"> <li>– psychodynamic including the work of Sigmund Freud</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>– trait theories including the work of Gordon Allport, Raymond Cattell (16 personality factor model), Hans Eysenck (PEN model), Costa and McCrae (NEO-PI/ Five Factor model)</li> </ul>		
<ul style="list-style-type: none"> <li>– humanistic including the person-centred theory of Carl Rogers;</li> </ul>		
<ul style="list-style-type: none"> <li>• the use of personality and aptitude inventories in vocational selections and workplace settings:               <ul style="list-style-type: none"> <li>– Myers-Briggs Type Indicator (MBTI)</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>– Holland’s Self Directed Search;</li> </ul>		
<ul style="list-style-type: none"> <li>• strengths and limitations of methodologies used to describe and classify personality, including the use of projective tests.</li> </ul>		