21.1 Groups, relationships and intergroup processes: evidence and transfer

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

KEY WORDS social loafing • bystander effect

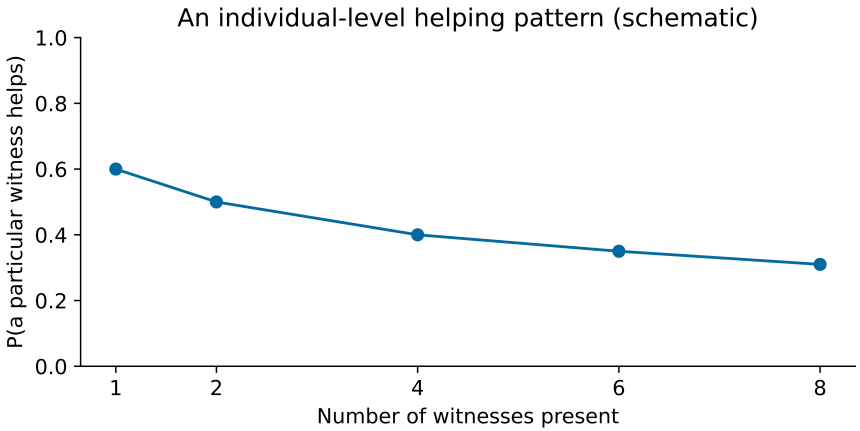
Objective

Predict group-performance effects from task and identifiability; Explain attraction through proximity, similarity and exchange; Separate stereotypes, prejudice and discrimination with their remedies. Original practice and authored marking guidance.

1 Key knowledge and worked examples

social loafing : Reduced individual effort when contributions are pooled and unidentifiable. **bystander effect** : Help becomes less likely as the number of witnesses grows, via diffusion of responsibility.

Diffusion of responsibility can reduce an individual's felt obligation when others could act. Pluralistic ignorance can make people interpret others' inaction as evidence that help is unnecessary. Cohesion can support cooperation but does not always improve judgement. Group polarization concerns a shift toward an initially favoured direction; groupthink concerns decision processes that suppress critical evaluation. Intergroup explanations must examine structures, norms and contact conditions, not assume every member shares one attitude.



Invented values; not a universal crowd forecast or the probability anyone helps.

Worked case. Several witnesses wait because each thinks another will call for help. Name the mechanism and distinguish it from believing no help is needed.

Expecting someone else to act fits diffusion of responsibility. Interpreting everyone else's calm as evidence there is no emergency fits pluralistic ignorance. The case needs their accounts or an appropriate manipulation to distinguish mechanisms; mere group size does not establish either.

2 Practice

2.1 Friendship formation between residents of the same dorm floor best illustrates: [1]

A. self-reference B. propinquity C. overjustification D. perseverance E. deindividuation

2.2 Prejudice is best distinguished from discrimination as: [1]

A. belief versus behaviour B. affect versus behaviour C. behaviour versus belief D. individual versus group E. implicit versus explicit

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 A group makes a more extreme decision after discussion. Give evidence needed to identify polarization and one alternative process. Give the interpretation, supporting reasoning, a relevant alternative or limitation, and an appropriate check. [4]

Solutions

2.1 Answer: B. Physical proximity – propinquity – predicts liking and friendship. The other options do not satisfy the stated defining conditions.

2.2 Answer: B. Prejudice is evaluative affect; discrimination is the behaviour; stereotypes are the beliefs. 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 Measure initial individual positions and compare the final group/individual positions on the same scale. A shift further in the initially preferred direction fits polarization. If dissent was suppressed to maintain agreement, groupthink may also be relevant, but extremity alone does not establish it. Record decision procedures and contrary evidence considered. 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.