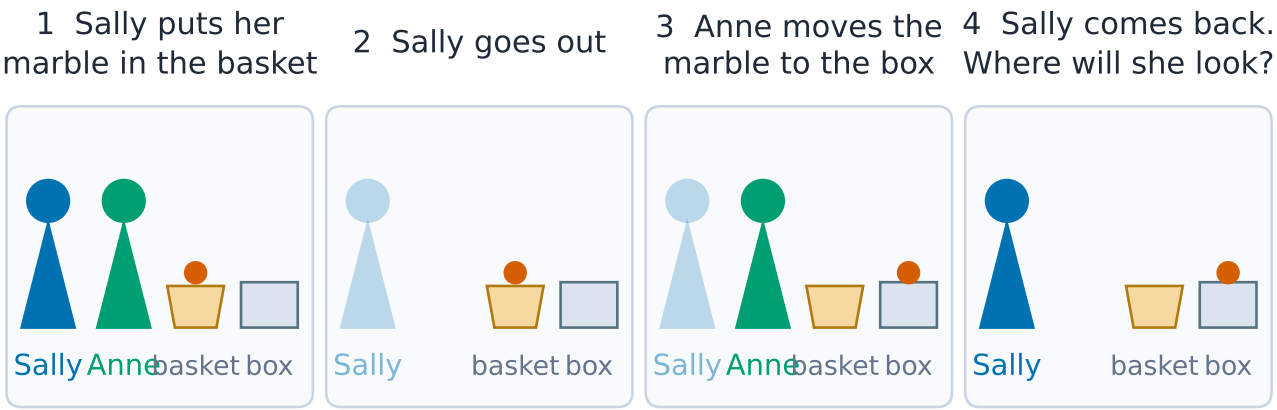
Exercise walk-through

2.4
Human relationships

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Figure: Context 2: human development



A child with theory of mind answers "the basket": Sally did not see the move, so she believes something false.

- Four panels: Sally puts a marble in the basket, Sally leaves, Anne moves it to the box, Sally returns and the child is asked where she will look
- Match each part of the diagram to the text.

Figure: Context 3: human relationships

CONFORMITY — matching a group

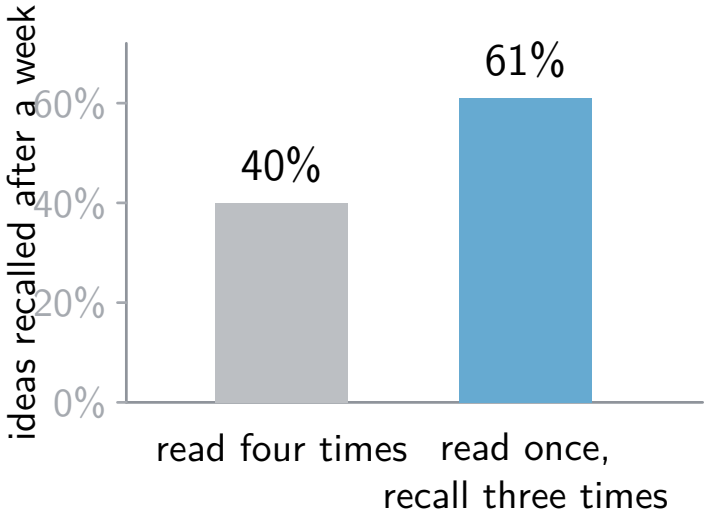
rises with group size, up to a point
rises when the group is unanimous
falls sharply with one ally who dissents
rises when the answer is ambiguous

OBEDIENCE — following an authority

rises with the authority's legitimacy
rises with distance from the consequence
falls when someone else refuses first
falls when responsibility is made personal

- Two columns comparing conformity (matching a group) and obedience (following an authority), with the conditions that raise or lower each
- Match each part of the diagram to the text.

Figure: Context 4: learning and cognition



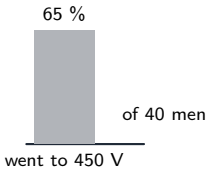
- The **testing effect**: recall practice beats re-reading.
- Read the axes and units first.

Exercises 2.1·2.2

2.1 Explain **diffusion of responsibility**. [2]



2.2 State the main finding of Milgram (1963) and **one** change that reduced obedience. [3]



Exercises 2.1·2.2

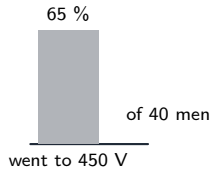
2.1 Explain **diffusion of responsibility**. [2]



2.1

when others are present, each person feels less personally responsible for helping; so each waits for someone else to act, and help is less likely or slower

2.2 State the main finding of Milgram (1963) and **one** change that reduced obedience. [3]



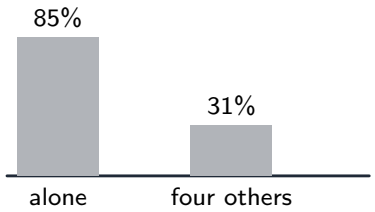
2.2

65 % of the 40 men continued to the highest level, 450 V; obedience fell when the learner was in the same room / when another teacher refused first

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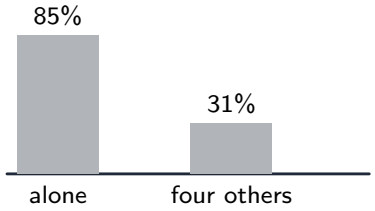
Exercise 2.3

2.3 *(Paper 1 Section A.)* Describe **one** study of the bystander effect. [4]



Exercise 2.3

2.3 *(Paper 1 Section A.)* Describe **one** study of the bystander effect. [4]



2.3

Darley and Latané (1968); students talking over an intercom heard another student have a seizure; the number of other listeners they believed were present was changed; 85 % helped when they believed they were alone, against 31 % when they believed four others could hear; more bystanders reduce helping, through diffusion of responsibility

Exercise 2.4

2.4 *(Paper 1 Section B, human relationships.)* Two schools have merged. Students from the two old schools sit apart, and fights break out at lunch. Using research, explain how the school could reduce this conflict. [6]



Exercise 2.4

2.4 *(Paper 1 Section B, human relationships.)* Two schools have merged. Students from the two old schools sit apart, and fights break out at lunch. Using research, explain how the school could reduce this conflict. [6]



2.4

award up to [6]: the two old schools are in-groups, so students favour their own and compete (social identity theory); Sherif (1954): competition between two camp groups led to hostility; simple contact did not reduce it; superordinate goals that need both groups did; so the school should set mixed teams tasks that neither group can do alone, e.g. a joint school event or project; building a new shared identity (the merged school) also helps / a limit: Sherif studied boys at a camp, so results may differ in a school

Exercise 3.1

3.1 *(Paper 1 Section C.)* "People obey authority because of the situation they are in, not because of who they are." Discuss this claim with reference to the concept of **responsibility**. [15]

continue



Exercise 3.1

3.1 *(Paper 1 Section C.)* "People obey authority because of the situation they are in, not because of who they are." Discuss this claim with reference to the concept of **responsibility**. [15]

continue



3.1

Mark with the markbands: [13-15] focused on the claim, accurate knowledge, evidence used to build an argument, the concept used to evaluate throughout, a supported conclusion; [10-12] mostly focused, evidence used, some evaluation through the concept; [7-9] relevant knowledge but mostly description; [4-6] limited knowledge, little evaluation; [1-3] little that is relevant. Points that may be included: Milgram (1963): 65 % of ordinary men went to 450 V, which suggests the situation is powerful; variations: obedience fell

Full solution on next slide

Full solution 3.1

3.1

Mark with the markbands: [13-15] focused on the claim, accurate knowledge, evidence used to build an argument, the concept used to evaluate throughout, a supported conclusion; [10-12] mostly focused, evidence used, some evaluation through the concept; [7-9] relevant knowledge but mostly description; [4-6] limited knowledge, little evaluation; [1-3] little that is relevant. Points that may be included: Milgram (1963): 65 % of ordinary men went to 450 V, which suggests the situation is powerful; variations: obedience fell when the learner was close or another teacher refused, so changes in the situation change obedience; the agentic state: people shift responsibility to the authority, so they feel less responsible for harm; responsibility of researchers: participants were deceived and distressed, so the study raises ethical concerns and limits replication; but some participants refused, so personal factors also matter; sample bias: 40 American men in 1963; bystander research shows a similar effect of the situation on responsibility (diffusion of responsibility); conclusion: the situation strongly shapes obedience, but individual differences remain, so “not because of who they are” goes too far