2021 – 12ATAR Psychology

Task Nine - Topic Test

5%

Social Psychology

Name:

Time: 60 minutes

Score:

Research Methods /20

Developmental Psych /25

Extended Response /18

Total /63

**RESEARCH METHODS SECTION (20 marks)**

Stanley Milgram conducted his first study into obedience in 1962. There were 40 male participants. The study was conducted using two participants at a time. The participants drew slips of paper to determine who would take the role of the “learner” and who would be the “teacher”. An experimenter was present the entire time.

The learner’s task was to memorise a list of word pairs. The teacher would then test the learner’s memory by reading out the first word in a pair; the learner would respond with the second word if he could remember it. The learner was attached to a complex machine and placed in a room, while the teacher was seated in another room in front of another machine displaying dials. The teacher was told to use the machine to deliver a painful electric shock to the learner each time he gave a wrong answer. The intensity of the shocks was increased each time a wrong answer was given. The teacher could hear but not see the learner; that is when the shock was delivered the teacher could hear the learner scream. If the teacher hesitated in giving shocks, the experimenter would encourage him to continue.

Although the teacher believed he was giving electric shocks to the learner when a mistake was made, no shocks were actually given. Milgram had told the learner of the intentions of the study so the learner would play along.

The experiment was designed to test how far the teacher would go in obeying orders when giving the shocks, even if they appeared to be harming the learner.

1. Write an operational hypothesis for this experiment. (4 marks)

2. Identify the dependent variable for this experiment. (1 mark)

* **Dependent variable: Level of obedience of the participant (1)**

3. Explain the findings of the experiment in terms of obedience. (3 marks)

* **The teachers shocked the learners because they were told to so (1)**
* **They changed their behaviour because obedience was expected in the situation (1)**
* **Because there was an authority figure (the experimenter) the expectation is that they will obey or face negative consequences (1)**

4. Describe two main factors that influenced the level of obedience in the experiment. (2 marks)

**Any two of the following for 1 mark each**

* **Immediacy or proximity to the victim, in this case not seen**
* **Immediacy or proximity to the experimenter in the same room has more influence**
* **Authority of the experimenter (in lab coat, in a lab…)**

5. State whether this study scenario be considered an experimental or non-experimental method? Explain your answer. (2 marks)

* **Experimental (1)**
* **Data can be gathered about levels of intensity the teachers were prepared to give (1)**

6. Identify three ethical considerations that would have to be followed if this experiment was to be repeated. (3 marks)

**Any 3 for 1 mark each**

* **Voluntary participation, right to withdraw, anonymity, confidentiality, no harm to participants**

7. Describe how Milgram used deception. (2 marks)

* **Milgram used confederates to play the role of the ‘learner’ and he told the participants that the ‘learners’ were actually receiving the electric shocks. (1)**
* **Milgram also concealed that the experiment was about obedience, not learning. (1)**

8. Describe how Milgram should compensate for this breach in meeting ethical standards. (4 marks)

* **Carry out a debriefing session to explain the use of deception in research. (1)**
* **Offer participants counselling, (1) right to withdraw (1) and clear up any misconceptions. (1)**

**SHORT ANSWER SECTION**  **(25 marks)**

1. Use the upside-down U curve to assist an explanation of social facilitation and social inhibition. (5 marks)

* **Social facilitation is the increase in performance of an individual due to the presence of others (1)**
* **If the person is good at the task/task is easy they will have optimum arousal and performance is high (1)**
* **Social inhibition occurs when performance is poor when others are present (1)**
* **If the task is too difficult they are over aroused (increased heart rate etc.) performance is poor (1)**
* **Diagram worth** **(1)**

high

Performance

low

Low Arousal level high

1. Explain the relationship between group size and social loafing. Include a definition of social loafing and empirical research to support your answer. (4 marks)

* **Social loafing occurs when people are pooling their efforts to achieve a common goal - It is the tendency for people to exert less effort when working toward a common goal in a group than when individually accountable (1 mark)**
* **A major reason why social loafing occurs is the diffusion of responsibility, which means that the responsibility for a task is spread across all members of the group so individual accountability is lessened (1 mark)**

**Evidence (1 mark)**

* Max Ringelmann in the 1880s
* Conducted rope-pulling experiments
* Men pulled alone or as part of a group
* Measured amount of effort
* Or Ingham – rope pulling
* Or Asch – line study
* **The larger the group, the less likely it is that a social loafer will be detected and the more responsibility for the task gets diffused across group members/not motivated (1 mark)**
* **However, for groups in which individual contributions are identifiable and evaluated/smaller groups, social loafing decreases (1 mark)**

***Must have a definition (1 mark) Evidence (1 mark) and 2 marks for effect of group size.***

1. The holocaust was a horrific event in world history, in which Jewish people were systematically exterminated by the Nazi government. Explain how such an event could have occurred using one psychological principle and empirical evidence. (5 marks)

**The bystander effect/deindividuation (1) – Darley and Latane (1) – people were less likely to intervene where there are large groups of people around to diffuse the responsibility/personal accountability. (1) Many Germans said they did not actively persecute others thus relieving themselves of personal responsibility. (1)**

**People were too afraid of consequences/too lazy (1)**

OR

**Obedience (1) authorities ask people to do something (1) or they will face punishment/negative consequences (1) such as in Milgram’s experiment (Shock punishment) (1) OR Zimbardo’s Stanford prison experiment guards in uniforms/no real supervision (1) Nazi guards all in uniform/following orders (1)**



*http://forums.shoryuken.com/discussion/40685/random-image-thread/p81*

5. Explain the cognitive dissonance in the advertisement above. (3 marks)

* **Conflict between the beliefs that MacDonalds is unhealthy (1)**
* **Olympians eat MacDonalds (1)**
* **If they are fit and healthy then Maccas mustn’t be as unhealthy as we think (1)**

6.

a) Explain the difference between dispositional and situational attribution. (2 marks)

* **Dispositional internal = Infer attitude/motives/personality being responsible for behaviour (1)**
* **Situational = external cause such as peer pressure, threats being responsible for behaviour (1)**

b) Sandy is waiting in a long line at the supermarket checkout to pay for a box of chocolates. (3 marks)

Sandy is tapping her foot quickly and sighing loudly. An onlooker observes Sandy’s behaviour and thinks that she is a quick-tempered person.

1. Explain, using attribution theory, why the onlooker is likely to think this. (2 marks)

* **Dispositional/internal Attribution (1) leads the onlooker to assume her actions equate to bad temper and impatience (1)**

(ii) Describe one alternative attribution for Sandy’s behaviour. (1 mark)

* **She might be late for an appointment/getting home to her children/ anything reasonable that is an external cause (1)**

**EXTENDED ANSWER SECTION**  **(18 marks)**

A school principal, who has growing concerns for student well-being and an increase in anti-social behaviour, asks you to present staff with a report identifying why student morale is low. Your presentation is to outline conformity, group polarisation and the influence it can have on behaviours.

Conformity and Influence on Behaviour (8)

Group Polarisation and Influence on Behaviour (3)

Psychological Evidence (4)

Structure of Response (3)

|  |  |
| --- | --- |
| **Conformity** | **8** |
| Defines conformity | 1 |
| Explains the three factors that influence conformity | 3 |
| Explains informational and normative social influence | 2 |
| Explains how these factors could influence behaviour in the school situation | 2 |
| **Group Polarisation** | **3** |
| Defines group polarisation | 1 |
| Explains how this could influence behaviour in the school situation | 2 |
| **Psychological Evidence** | **4** |
| Detailed description of one or more examples of relevant psychological research (summary of key research findings as well as details of study and researcher | 4 |
| Refers to one or two examples of psychological research but without detail (name of researcher and/or basic description of the study only | 2-3 |
| One or more personal or real life examples provided as evidence | 1 |
| No psychological evidence or incorrect evidence |  |
| **Structure** | **3** |
| A well-constructed answer, use of appropriate psychological language | 3 |
| Answers with well-developed sentences and paragraphs | 2 |
| Lack of paragraph structure and incoherent responses | 1 |
| Answer is too brief or irrelevant | 0 |
| **TOTAL** | **/18** |
|  |  |