



Spring Term
Term 2

Psychology

Year 10

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 10 Homework Timetable

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Maths	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Option A Task 2	Sparx Science	Option B Task 2
Friday	Science Task 2	English Task 2	

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A
History
Geography

Option B
Health and Social Care
Languages
Drama

Option C
Psychology
Health and Social Care
Sport

Half Term 3 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 5th January 2026	Cornell Notes on: Conformity	Question: Define the term 'conformity' as it is used in psychology. Use an example in your response. (2 marks)
Week 2 12th January 2026	Cornell Notes on: Zimbardo	Question: Explain what Casey is likely to find regarding the sales calls by the staff members when wearing smart suits and when wearing casual clothes. You should refer to Haney, Banks, and Zimbardo (1973) in your answer. (2 marks)
Week 3 19th January 2026	Revision Cards on: Obedience	Question: Explain one conclusion that Michael could make from the data in Figure 3. (2 marks)
Week 4 26th January 2026	Cornell Notes on: Milgram	Question: Explain two findings that Adam may discover regarding the participants' reaction to the 'firefighters'. You should use research evidence about factors affecting obedience to justify your answer. (4 marks)
Week 5 2nd February 2026	Revision Cards on: Situational factors affecting obedience	Question: Explain two conclusions that could be made in terms of obedience to authority using the data in Table 5. (4 marks)
Week 6 9th February 2026	Cornell Notes on: Personality factors affecting obedience	Question: Explain how personality could account for Eniola following the teacher's instruction. (2 marks)

Half Term 4 (6 weeks) - Year 10		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 7 23rd February 2026	Revision Cards on: Bystander Intervention	Question: Describe how one situational factor could affect bystander intervention (2 marks)
Week 8 2nd March 2026	Cornell Notes on: Piliavin	Question: Describe the difference between bystander intervention and bystander apathy (2 marks)
Week 9 9th March 2026	Revision cards on: Understanding crowd behaviour	Question: Explain one reason why the crowd is acting peacefully. (2 marks)
Week 10 16th March 2026	Cornell notes on: Social issues in Psychology	Questions: Define the term 'anti-social behaviour'. Use an example in your response. (2 marks)
Week 11 23rd March 2026	Revision Cards on: Cultural Issues in Psychology	Question: Describe one way that culture could influence psychology. (2 marks)
Week 12 30th March 2026	Cornell Notes on: Peterson and Peterson	Question: Explain, using your knowledge of the capacity of short-term memory, what Nishka is likely to find. (2 marks)

TERM 2 Knowledge organiser

Session	Key words	Knowledge
Week 1: Conformity	<p>Conformity: matching the behaviour and beliefs of others in order to fit in or because we do not know how to behave in an unusual situation.</p> <p>Compliance: going along with the majority even though we privately do not agree.</p> <p>Internalisation: going along with the majority because we do not know how to behave in a situation – we adopt the beliefs of the group.</p> <p>Identification: temporarily adopting the behaviours of a role model or group.</p>	<p>Conformity is the behaviour of following what the majority of people are doing. We often follow a crowd, possibly by dressing like our friends or buying the latest games because our peers have them. Conformity helps us fit into a social group.</p> <p>There are three types of conformity:</p> <ul style="list-style-type: none"> • compliance • internalisation • identification. <p><u>Compliance as explained by normative social influence</u> Compliance involves going along with the majority although privately we may not actually agree with them. For example, all your friends are buying a certain brand of trainers and although you do not like the brand, you buy it anyway. This type of conformity can be explained by normative social influence, where we follow the group norm because we want to be accepted and not rejected.</p> <p><u>Internalisation as explained by informational social influence</u> Internalisation occurs when you are placed in a situation where you do not know how to behave. This can be explained by informational social influences – you look to others, observe their behaviour and copy them because you are uncertain of how to behave yourself. You look to the majority for this information and follow their lead, as you believe this must be the correct way to behave. This is known as internalisation because you are not superficially going along with the crowd; instead, your attitude becomes consistent with the majority.</p> <p><u>Identification</u> Identification is similar to compliance. A person will change their behaviour and beliefs while in the company of a group, but this only lasts as long as the group is present. Identification is likely to be a temporary change in behaviour and beliefs because of a group membership. This occurs because we like to be defined as a group, so we adopt their beliefs and values to fit in. In this way it can be seen as short-term normative social influence. You will see this type of identification when you go to college or university, or begin employment in a company or institution. You may, for example, wear different clothes and act similarly to the group, but when you are at home you revert back to wearing and doing what you want.</p>

<p>Week 2: Zimbardo</p>	<p>Conformity: matching the behaviour and beliefs of others in order to fit in or because we do not know how to behave in an unusual situation. Compliance: going along with the majority even though we privately do not agree. Internalisation: going along with the majority because we do not know how to behave in a situation – we adopt the beliefs of the group. Identification: temporarily adopting the behaviours of a role model or group.</p>	<p>Aim: To investigate prisoner–guard conflict in a simulated prison environment.</p> <p>Procedure: An advert was placed in a newspaper asking for volunteers to take part in a study of prison life. From 75 respondents, 22 participants were selected to take part in the experiment. One dropped out, leaving 10 prisoners and 11 guards who were randomly assigned to the two roles. All participants were male college students assessed as psychologically healthy. Each was paid \$15 a day for their participation. A simulated prison was set up in the basement of Stanford University. There was also a room with video recording equipment to record transactions between the participants throughout the proposed 2-week experiment. The guards were briefed before the experiment and asked to maintain order in the prison. However, they were not given exact instructions on how to behave. They were dressed in military-style uniforms and given batons. The prisoners were arrested by real officers from the Palo Alto City Police Department at their homes and charged on suspicion of burglary or armed robbery. They were handcuffed, searched and taken to the police station to be processed. The prisoners were then blindfolded and driven to Stanford University where they were stripped and deloused. Each prisoner was given a muslin smock to wear, labelled with their prisoner identification number; they were referred to by this number for the duration of the study. The prisoners spent a lot of time in their cells, but were allowed privileges, such as watching a movie and visits from their family. Three guards worked 8-hour shifts and conducted a ‘prisoner count’ at the start of every shift, lining up the prisoners who then recited their identification number.</p> <p>Results: After only a few hours, the guards were observed to become increasingly aggressive and controlling towards the prisoners. This increased throughout the study, and prisoners were punished with push-ups and solitary confinement and verbally assaulted. On the second day, the prisoners rebelled by barricading themselves in their cells. This was soon quashed by the guards who used a fire extinguisher to break into the cells and then placed the ringleaders into solitary confinement. Over the course of the next few days, the guards increasingly intimidated the prisoners and there was an escalation in verbal aggression and punishment. Individual differences were apparent, as some prisoners were passive while others were actively rebellious. There were also differences in the guards: some instigated aggression while others were more reluctant to engage in conflict. The study was prematurely stopped after just 6 days because the behaviour of the prisoners and the guards was getting out of control. Many of the prisoners were displaying signs of anxiety and depression and were desperate to leave the study.</p>
<p>Week 3: Obedience</p>	<p>Obedience: complying with the orders of an authority figure. Authority figure: someone with more power and control than another. Blind obedience: when we comply with the orders of an authority figure without question; this tends to be</p>	<p>Obedience refers to following the orders of an authority figure. This authority figure is typically defined by status, role and/or the ability to use sanctions. A parent can be described as an authority figure because they can remove your pocket money; a police officer has a role of authority recognised by their uniform; and a peer can have greater status in your friendship group.</p> <p>Obedience is not necessarily a bad thing. We maintain social order by complying with orders, such as wearing school uniform or stopping at a red traffic light. However, some obedience can be considered bad because it may harm another person. Blind obedience occurs when we comply with the order of an authority figure without question. This may be harmful because we fail to reflect on whether our actions are appropriate and fail to take responsibility for such actions.</p>

	associated with a negative outcome.	
Week 4: Milgram	<p>Obedience: complying with the orders of an authority figure.</p> <p>Authority figure: someone with more power and control than another.</p> <p>Blind obedience: when we comply with the orders of an authority figure without question; this tends to be associated with a negative outcome.</p>	<p>Milgram (1963) staged an obedience experiment, where participants thought they were taking part in a study of memory and learning. Participants were invited to Yale University and introduced to another participant, Mr Wallace, who was a confederate in the study. Participants watched as Mr Wallace was strapped to a chair and electrodes were placed on his arm in order to give him a shock. Each participant was asked to give Mr Wallace an increasingly higher level of electric shock if he failed to learn and remember word pairs that were read out to him. The shocks were not real, but the participant believed they were. Mr Wallace was in a different room when he was given the electric shocks so the participant could not see him, but they could hear him protest at being shocked through a speaker. You might expect that the participant would stop shocking Mr Wallace when he began to shout out. However, an experimenter, Mr Williams, was in the same room as the participant and gave them instructions to continue.</p>
Week 5: Situational factors affecting obedience	<p>Obedience: complying with the orders of an authority figure.</p> <p>Authority figure: someone with more power and control than another.</p> <p>Momentum of compliance: when we start something we feel compelled to finish it.</p>	<p><u>Situational factors affecting obedience to an authority figure</u></p> <ul style="list-style-type: none"> • Proximity of the victim – Mr Wallace was in a different room, so it was easier for participants to obey the order to continue with the shock because the effects could not be seen. Mr Wallace was not proximate (near) to the participant. In a variation of the experiment, Mr Wallace was in the same room as the participant and obedience fell to 40 per cent. When asked to force Mr Wallace's hand onto a shock plate, it fell to 30 per cent. • Proximity of the authority figure – when the experimenter (Mr Williams) was in the same room, 65 percent of participants gave the highest level of shock. However, when Mr Williams gave instructions by telephone, this figure fell to 20.5 per cent. • Authority figure – Mr Williams gave orders wearing a lab coat, so he looked official and legitimate. When Mr Williams was replaced by an ordinary member of the public, obedience fell to 20 per cent. This demonstrates that the level of authority affects whether or not we obey orders. • Legitimacy of the context – the original study was conducted at the prestigious Yale University. When the study was replicated in a rundown office block, obedience fell to 47.5 per cent. Removing the prestige and legitimacy of the context lowered obedience. • Personal responsibility – when the participant was instructed to work with another person who gave the shock, rather than them giving the shock themselves, obedience rose to over 90 per cent. They took less personal responsibility for shocking Mr Wallace as they did not have to press the switch themselves, so were more inclined to continue to follow orders. • Support of others – as shown in bystander behaviour and conformity research, we tend to be influenced by the behaviour of others. Milgram placed two participant confederates alongside the genuine participant.

		<p>One of these participants refused to continue at 150 volts, and the second refused at 210 volts. This seemed to offer social support for the genuine participant as there was a higher disobedience from the confederates. Only 10 percent of participants continued to 450 volts.</p>
<p>Week 6: Personality factors affecting obedience</p>	<p>Obedience: complying with the orders of an authority figure. Authoritarian personality: a type of personality that is respectful of authority, right-wing in attitude and rigid in beliefs. F-Scale: a questionnaire designed to identify authoritarian personalities or traits. Anti-Semitic: negative attitudes, prejudice or discrimination against Jews.</p>	<p>Some people are said to be more obedient than others because of their type of personality. Someone with an external locus of control is more likely to follow orders because they are affected by what other people tell them and take less personal responsibility for their own actions. Someone with an internal locus of control, on the other hand, is more likely to be self-directed and not follow the orders of an authority figure because they are more independent.</p> <p>Authoritarian personality Another personality factor that may influence obedience is the authoritarian personality. Someone with an authoritarian character tends to be respectful of authority, so is more likely to follow orders. The concept of the authoritarian personality came from research by Theodor Adorno et al. (1950).</p> <p>Adorno was attempting to explain the level of anti-Semitism and racism demonstrated by the Nazis during the Second World War. He believed that some people were more inclined to hold anti-Semitic attitudes than others, and that this type of person would display the following characteristics:</p> <ul style="list-style-type: none"> • respect for authority figures • rigid beliefs and attitudes • a strong belief in justice • right-wing politics • aggressive to those inferior to themselves. <p>Adorno developed a questionnaire called the F-Scale to test whether someone had an authoritarian personality. Milgram used this questionnaire in an obedience experiment to understand whether the obedient participants had an authoritarian personality and compared them to the disobedient participants. There were 40 participants tested using the F-scale. The 20 obedient participants gained higher F-scale scores than the 20 disobedient participants. Milgram concluded that the level of obedience from different participants could have been caused by their personalities.</p>

<p>Week 7: Bystander Effect</p>	<p>Bystander effect: sometimes called bystander apathy, when we fail to help another in need. Situational factors: features of a situation that influence whether or not we intervene in an emergency. Personality factors: features of an individual (e.g. traits) that influence how likely they are to intervene in an emergency.</p>	<p><u>Bystander effect</u> In 1964, a young woman called Kitty Genovese was brutally murdered outside her New York apartment. Although there were many witnesses to the event, none immediately stepped in to help her. Psychologists Bibb Latané and John Darley explained this bystander effect (sometimes called bystander apathy) as people's reluctance to help because they believe others will help instead. We also look to others to see how to behave, so if no one else is helping, we will not help either.</p> <p>Whether we choose to help someone in need or not is dependent on many factors that can be broadly defined as situational and personal. Situational factors are features of a situation that influence how likely we are to intervene in an emergency. Personality factors are features specific to us (e.g. traits, abilities or feelings) that influence whether we help or not.</p> <p><u>Situational factors affecting bystander intervention</u> <u>Diffusion of responsibility</u> One of the main reasons for the bystander effect is because we feel less personally responsible when there are more people around to potentially help. <u>Noticing the event</u> In large crowds we tend to keep ourselves to ourselves and pay less attention to what is going on around us. We are therefore less likely to notice an emergency situation than when on our own. <u>Cost of helping</u> Sometimes we evaluate the situation as having too high a cost as it risks harm to ourselves, so we choose not to help.</p> <p><u>Personal factors affecting bystander intervention</u> <u>Competence</u> If we feel competent enough to help, this can influence whether we help or not and the type of help we give. <u>Mood</u> People are more likely to intervene and help another if they are in a good mood. <u>Similarity</u> If we perceive ourselves as similar to a person in need, we are more likely to help them. We identify with the victim and we can see how the same fate may be true for us.</p>
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<p>Week 8: Piliavin</p>	<p>Field experiment: a procedure staged in a naturalistic environment.</p> <p>Covert observation: participants are unaware that they are being observed.</p>	<p>Irving Piliavin, Judith Rodin and Jane Piliavin conducted a field experiment to investigate bystander behaviour. They were particularly interested in the variables that affect whether people help someone in need.</p> <p>Aim: To investigate helping behaviour in a natural environment and understand the conditions in which people are more likely to help.</p> <p>Procedure: Almost 4500 men and women passengers travelling on a New York subway between 11am and 3pm became the participants in this covert observation. Four groups of four students from Columbia University were used to run the trials to observe what would happen when a victim collapsed on the train. Each student group consisted of two male actors and two female observers. One male acted as the victim and the other male was a model (pretend passenger). The victim entered the carriage of the train and stood next to the central aisle handrail. The model sat in the same area of the carriage and either sat still or offered to help the victim after a period of time. This became known as the critical area. Two female students entered the same carriage using different doors and sat in the adjacent seating area to observe and record what the passengers did. After the first station stop, the victim stumbled forward and collapsed on the floor of the critical area. The female observers recorded how many people were in both the critical and adjacent areas, their race, sex, who helped and how long it took them to offer assistance. Over 103 trials, the victim was either sober and carrying a cane or appeared drunk and carrying a bottle wrapped in a brown paper bag. The victims also varied as to whether they were white or black. Each victim was instructed to collapse and stare at the ceiling of the carriage until assistance came. The time it took for assistance to arrive also varied, as the model did not always offer help. Other times they would offer help after the fourth station stop (around 70 seconds after the staged collapse) or the sixth station stop (around 150 seconds after the staged collapse). The model was originally positioned either in the critical or adjacent area.</p> <p>Results: In 62 out of 65 trials where the victim was carrying a cane, passengers helped the victim before the model planned to intervene. This was compared to 19 out of 38 trials where passengers helped the drunk victim before the model planned to intervene. This meant that in 81 out of 103 trials, the victim was helped before the model was scheduled to help. Furthermore, in 60 per cent of these trials, more than one passenger came to the aid of the victim. They found that men were more likely to be the first ones to help the victim; in fact, 90 per cent of the first helpers were males. Also, 64 percent of the first people to help were white. This being said, this percentage did not differ that much from the race distribution of the carriages, which were 55 per cent white. However, they found that 68 per cent of helpers who came to the aid of a white victim were also white compared to just 50 per cent of white passengers who came to the aid of the black victim. Race also seemed to have an effect when it came to whether the victim was drunk. There was a tendency for the same race to help the drunk victim.</p>
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<p>Week 9: Understanding crowd behaviour</p>	<p>Prosocial behaviour: behaviour that is seen as helpful, kind, co-operative and peaceful. Antisocial behaviour: behaviour that is unhelpful, destructive and aggressive.</p>	<p>There are many different types of crowd; some are peaceful and some are destructive. Peaceful crowds can be found at festivals, concerts and sporting events – even protests can be peaceful. In such cases, crowds can show prosocial behaviour. However, some crowds can start off as, or develop into, mobs – from which rioting can arise. In this instance, the crowd can be described as showing antisocial behaviour.</p> <p>Crowd behaviour, whether peaceful or aggressive, can be understood in terms of deindividuation, as members lose their personal identity among others. Under these conditions, each member of a crowd is more likely to conform to the behaviour of the majority because they are no longer acting as an individual. Crowds seem to magnify levels of conformity because of this deindividuation of its members. This helps to explain why ordinary people, when in large crowds, sometimes cause criminal damage and get involved in fighting when they would not normally do if alone. However, if a crowd maintains peace, this can encourage every member to act in a prosocial manner.</p> <p>Other researchers argue that rather than a loss of personal identity where we feel anonymous within a crowd, we in fact tend to form a new identity within a crowd. This new identity is bound up in the norms of the group. For example, if you went to an animal rights protest against vivisection, you may become a member of the crowd and your views might become as strong as the rest of the group's. Rather than become anonymous, we conform to the group norms.</p> <p>Within a crowd, an authority figure can exert an influence over others. This is particularly true if the authority figure is close to the crowd members and has greater power. Remember, Milgram's obedience study found that proximity, legitimacy and power of the authority figure showed higher levels of obedience. So, it may be true that this could also happen within a crowd. The intentions of the authority figure may be prosocial or antisocial. The crowd can therefore be directed to be peaceful or aggressive.</p>
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<p>Week 10: Social Issues in Psychology</p>	<p>Society: a group of people in a community. Social issue: a social problem or conflict that affects a community of people.</p>	<p><u>Obedience</u> Milgram's research into obedience helps us to understand the atrocities committed against Jews by soldiers during the war because their behaviour could be partly explained by high levels of obedience to authority. Milgram helped us understand that the German soldiers were no different to anyone else, but that the situation they found themselves in determined their behaviour.</p> <p><u>Conformity</u> Conformity can also help us understand social issues. In August 2011, riots occurred in London in reaction to the police shooting of Mark Duggan, and quickly escalated to other parts of England. Informational social influence can help us understand how people were unsure how to respond to the shooting and looked to others for information on how to behave. In a crowd, they would observe the other members being hostile, causing damage and looting, and internalise the norms of the group. Normative social influence can also explain that members of the crowd may have felt that they needed to fit in and so joined in with the rioting.</p> <p><u>Deindividuation</u> Haney, Banks and Zimbardo's (1973) study showed us how our behaviour can change when we lose our personal identity (deindividuation). Deindividuation might help us understand the behaviour of the Nazi soldiers during the Second World War – as they wore uniforms they were anonymised as individuals. Research has demonstrated that we become more aggressive with loss of personal identity, which may explain the soldiers' aggression towards Jews. We also know that larger groups are more likely to become deindividuated and therefore more aggressive if the group norms are anti- social. As the riots grew in the UK, for example, aggression increased.</p>
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<p>Week 11: Cultural issues in psychology</p>	<p>Culture: a set of traditions, beliefs and values shared by a group of people. Individualistic culture: a culture that emphasises independence, autonomy and individuality. Collectivistic culture: a culture that emphasises group membership, interdependence and cooperation.</p>	<p>Obedience It could be suggested that individualistic cultures, which stress the role of the individual, equality and independence, are less likely to follow orders from an authority figure. Collectivistic cultures stress the importance of group goals and respect for authority, so its members are more likely to fall into line if ordered by an authority figure. However, as Milgram (1963) demonstrated, obedience is more a product of the situation we find ourselves in rather than the culture we come from. Mitri Shanab and Khawla Yahya (1977) replicated Milgram's experiment in Jordan, a collectivistic culture, and found that 73 per cent of the participants gave the maximum level of shock. This may appear to be evidence that collectivistic cultures are more obedient, but as the participants were aged between 6 and 16 years old, it may show only that children are more obedient.</p> <p>Conformity Whether we see ourselves as individuals or as part of a group can affect whether or not we conform to group behaviour. Individualistic cultures are strongly motivated to help members of their groups, such as their family or peers. However, they are less likely to help those they do not see as belonging to their group.</p> <p>Deindividuation Deindividuation is likely to occur across all cultures equally and the outcomes of deindividuation, whether peaceful or aggressive, are dependent on the norms that are established within a group. For example, warriors in tribal cultures that use face paint to disguise themselves are preparing themselves for warfare. The face paint deindividuates them, allowing them to be more aggressive.</p>
<p>Week 12: Peterson and Peterson</p>	<p>Short-term memory: our initial memory store that is temporary and limited.</p>	<p>Aim: To test the true duration of short-term memory.</p> <p>Procedure: Twenty-four students were tested individually. Each student was asked to repeat out loud a set of letters that they heard. The letters were three consonants (a trigram). Immediately afterwards, they were asked to say out loud a three-digit number read to them by the experimenter, and then count backwards in threes or fours from that number. For example, the trigram BFP would be repeated and then 709, 706, 703 and so on. When signalled by a red light, each student had to recall the trigram. Each student had to recall the trigram eight times. They did this with time delays of 3, 6, 9, 12, 15 and 18 seconds. In total, the procedure was repeated 48 times using different trigrams. A second experiment asked participants to do the same tasks, but some were given time to repeat the trigram before counting backwards (silently or vocally(out loud)).</p> <p>Results: Their results showed that the longer each student had to count backwards, the less able they were to accurately recall the trigram. When asked to count backwards after 3 seconds, they remembered over 80 percent of trigrams correctly, but after 18 seconds the percentage of correct recall was less than 10 percent. In the second experiment, they found that this extra time increased the frequency of recall because they were able to consolidate the information a little more. It did, however, show a similar decline over time.</p>

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Topic: Conformity	
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Links Questions	Notes

Summary

WEEK 1: Exam Question (Homework task 2)

Question: Define the term 'conformity' as it is used in psychology. Use an example in your response.
(2 marks)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Cornell Notes (Homework task 1)

Topic: Zimbardo	
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Links Questions	Notes

Summary

WEEK 2: Exam Question (Homework task 2)

Question: Casey is investigating the influence of wearing a uniform on participant behaviour. She goes to a local business sales office where every staff member is wearing a smart suit. Casey asks the staff to make a phone call to a customer and records them. Later that week, Casey asks the same staff members to come to the office wearing casual clothes. She asks them to make another phone call to a customer and records them. Casey listens to both sets of recordings of the sales calls from the workers.

Explain what Casey is likely to find regarding the sales calls by the staff members when wearing smart suits and when wearing casual clothes. You should refer to Haney, Banks, and Zimbardo (1973) in your answer. (2 marks)

Answer:

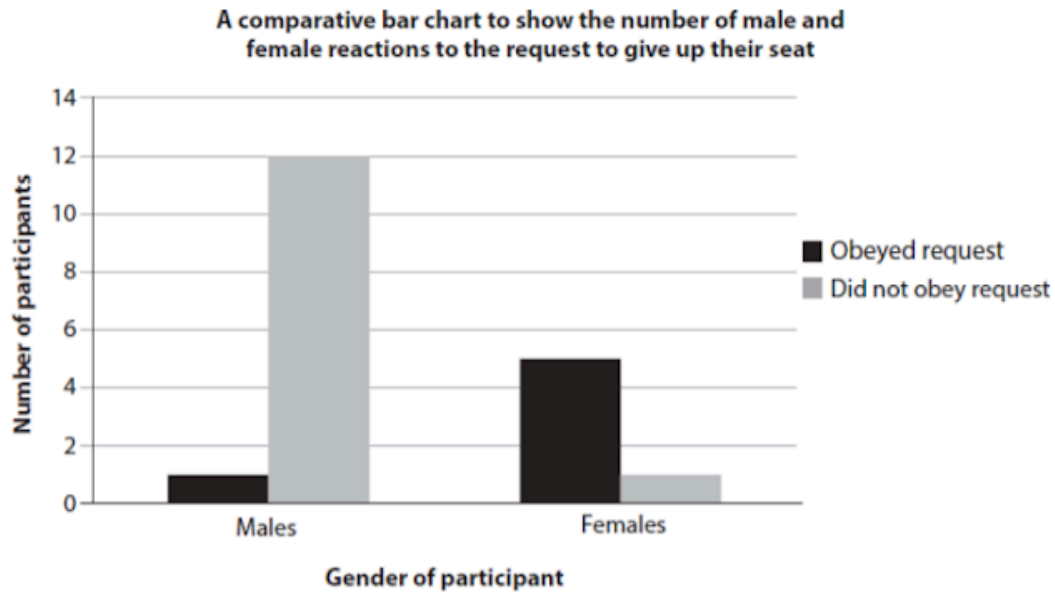
WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Exam Question (Homework task 2)

Question: Michael wanted to see the influence of authority on the levels of obedience of males and females. He approached 13 male and 6 female participants when wearing a high visibility jacket and asked for their seat on a busy bus. Michael recorded the behaviour of the participants in response to the request. Michael's results are shown in Figure 3.



Explain one conclusion that Michael could make from the data in Figure 3. (2 marks)

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Cornell Notes (Homework task 1)

Topic: Milgram	
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Links	Notes
Questions	

Summary

WEEK 4: Exam Question (Homework task 2)

Question: Adam is interested in people's reactions to the influence of authority. He asks male and female participants to come to a room individually. Half of the male and female participants are asked by a man dressed as a firefighter to lie down on the floor next to the window as there is 'a safety issue in the room'. The other half of the male and female participants are asked by a 'firefighter', who is not in the room, over a loudspeaker, to lie down on the floor next to the window as there is 'a safety issue in the room'.

Explain two findings that Adam may discover regarding the participants' reaction to the 'firefighters'. You should use research evidence about factors affecting obedience to justify your answer. (4 marks)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Exam Question (Homework task 2)

Question: Hannah was investigating how obedient people would be to an authority figure. She got permission from a train station to conduct her investigation during a busy rush hour period. Passengers were requested to only leave the train station via one of the exits by an authority figure.

Hannah compared the findings from three variations: Variation A: the request was given in person or over a loudspeaker. Variation B: the request was given by a man who wore a uniform or casual clothes. Variation C: the request was given by a male or female authority figure. Hannah's results are shown in Table 5.

	Variation A: Authority figure presence		Variation B: Clothes worn by authority figure		Variation C: Gender of authority figure	
	In person	Loudspeaker	Uniform	Casual	Male	Female
% obedience	30	10	45	15	30	30

Table 5

Explain two conclusions that could be made in terms of obedience to authority using the data in Table 5. (4 marks)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Cornell Notes (Homework task 1)

Topic: Personality Factors Affecting Obedience	
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Links	Notes
Questions	

Summary

WEEK 6: Exam Question (Homework task 2)

Question: Eniola was in assembly at school. She was talking with her friend and they were playing on their mobile phones whilst the head teacher was speaking. A new teacher to the school signalled from across the hall to Eniola and her friend to stop talking and playing on their mobile phones. Eniola stopped talking and playing on her mobile phone, but her friend carried on talking and playing on her mobile phone.

Explain how personality could account for Eniola following the teacher's instruction. (2 marks)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Exam Question (Homework task 2)

Question: Describe how one situational factor could affect bystander intervention (2 marks)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Cornell Notes (Homework task 1)

Topic: Piliavin	
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[illegible]

Summary

WEEK 8: Exam Question (Homework task 2)

Question: Describe the difference between bystander intervention and bystander apathy. (2 marks)

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 9: Exam Question (Homework task 2)

Question: A crowd of fans who support a football club has gathered outside the stadium. The fans are protesting at what they feel is an unfair situation about the ownership of their football club. The organiser of the crowd is using a loudspeaker to encourage everyone to protest calmly and frequently reminds members of the crowd they are responsible for their own actions. Most of the members of the crowd are silent and are waving signs with messages on them.

Explain one reason why the crowd is acting peacefully. (2 marks)

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 10: Cornell Notes (Homework task 1)

Topic: Social Issues in Psychology	
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Links Questions	Notes

Summary

WEEK 10: Exam Question (Homework task 2)

Question: Define the term 'anti-social behaviour'. Use an example in your response. (2 marks)

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 11: Exam Question (Homework task 2)

Question: Describe one way that culture could influence psychology. (2 marks)

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 12: Cornell Notes (Homework task 1)

Topic: Peterson and Peterson	
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Links Questions	Notes

Summary

WEEK 12: Exam Question (Homework task 2)

Question: Nishka was interested in the amount of numbers that a person could remember over a short period of time. She presented a group of participants with seven number lists. The number lists were shown one by one to the group. Each number list increased in length with each successive trial, up to a maximum of 10 numbers (see Figure 3).

<u>Nishka's number lists</u>										
Trial 1:	8	1	5	0						
Trial 2:	4	2	3	9	6					
Trial 3:	3	8	1	0	4	5				
Trial 4:	2	7	1	5	6	9	1			
Trial 5:	5	0	2	1	7	3	8	4		
Trial 6:	0	2	9	1	3	0	4	7	5	
Trial 7:	1	6	2	7	8	4	1	3	5	2

At the end of each trial, participants had to write down the numbers in the order that they saw them. Participants only continued to the next trial if they successfully completed the previous trial.

Explain, using your knowledge of the capacity of short-term memory, what Nishka is likely to find. (2 marks)

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 3

Revision Card on Obedience	Answers
<ol style="list-style-type: none">1. Define obedience.2. What is blind obedience?3. What is an authority figure?4. How does an authority figure impact obedience?5. Give one strength and one weakness for people being obedient.	



Week 5

Revision Card on Situational Factors affecting Obedience	Answers
<ol style="list-style-type: none">1. What is meant by proximity of the victim?2. What is meant by proximity of the authority figure?3. What is an authority figure?4. What does personal responsibility mean when linked to obedience?5. How does support of others affect obedience?	

Week 7

Revision Card on Bystander Intervention <ol style="list-style-type: none">1. Define bystander intervention2. What is the bystander effect?3. Define situational factor4. Define diffusion of responsibility.5. How does cost of helping link to this topic area?	Answers
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Week 9

Revision Card on Understanding Crowd Behaviour <ol style="list-style-type: none">1. Define prosocial behaviour.2. Define antisocial behaviour.3. How do crowds encourage conformity?4. According to obedience, who can influence a crowd?5. Define deindividuation.	Answers
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Week 11

Revision Card on Cultural Issues in Psychology <ol style="list-style-type: none">1. What is an individualistic culture?2. What is a collectivistic culture?3. Which culture is more likely to follow an authority figure?4. What does a collectivistic culture believe in?5. What does an individualistic culture believe in?	Answers
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