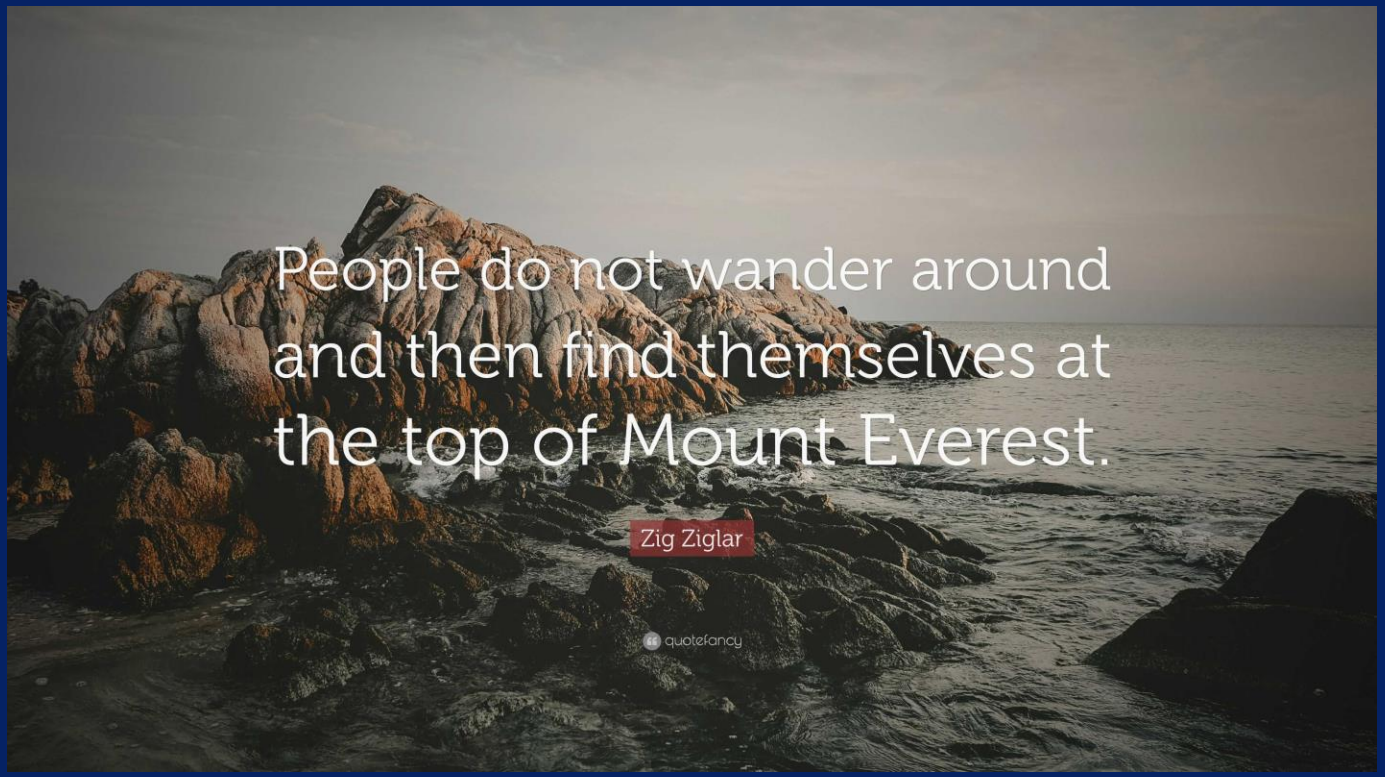

Welcome to Psychology

Huish Episcopi Academy
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POST-16 OPPORTUNITIES

A' Level Psychology – AQA

WJEC Criminology Level 3 Diploma - Controlled Assessment + Exam

AQA Philosophy A' Level: Epistemology, Moral Philosophy, Metaphysics of God and Metaphysics of mind

Students are always welcome to come to H12 at lunchtime for an informal chat about these subjects

EXAM BOARD OVERVIEW

AQA Psychology 8182

Key Dates

(To Be Confirmed by JCQ)

10th May AM – Paper 1 Cognition and Behaviour

17th May PM – Paper 2 – Social Context and Behaviour

MOCK 1 November 6th - CONTENT

4 sections 25 marks each section: 1Hr 45 Minutes

- Memory
- Perception
- Development
- Social Influence

NB:- Social influence is a paper 2 topic and Research Methods is a section on Paper 1. However, RM will be assessed throughout all sections and Social Influence is the only unit they have completed for paper 2

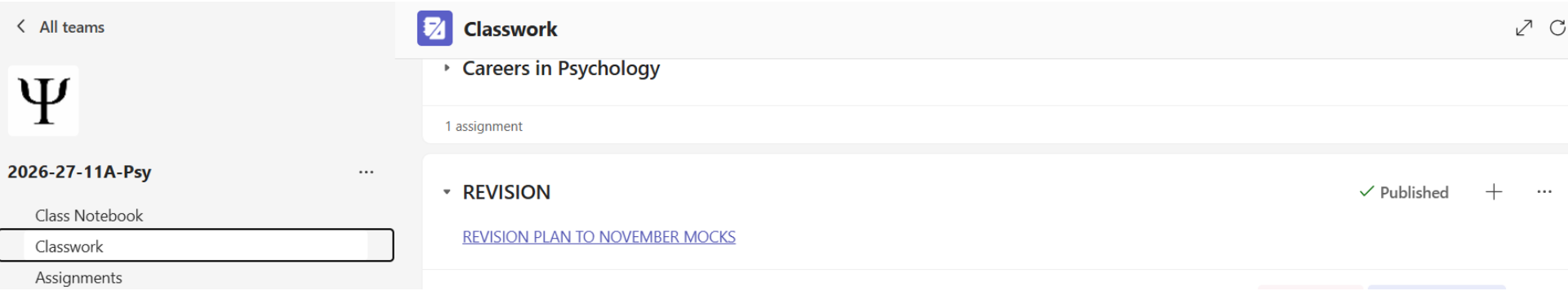
HOW CAN PARENTS HELP?

REVISION:- It should be:
EFFICIENT (Use time well)
EFFECTIVE (a strategy that involves the things below)

- Re-reading (or watching) material
- Testing the ability to **recall** *(E.g. cue cards)*
- Testing the ability to **apply** *(E.g. exam questions)*

RESOURCE LOCATION

Google Classroom – Key Resources (same for 11A and 11C)



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RESOURCE LOCATION – Revision Plan

LINK TO DOC

LINK

Tested the following week using seneca homework + in class tasks

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Revision Schedule (2027 exams)

Paper 1 10th May 2027 (TBC) 1 hour 45 minutes Research Methods / Memory / Perception / Development

Paper 2 17th May 2027 (TBC) 1 hour 45 minutes Social Influence / Brain and Neuropsychology / Language Thought and Communication / Psychological Problems

Key Resources hyperlinks (click on anything highlighted to go to the resource)

Online Textbook (Username: SHUISH6 Password: STUDENT6)

Paper 1 Theories flashcards

Paper 1 Studies flashcards

Paper 2 Theories Flashcards

Paper 2 Studies Flashcards

Mr Beech Quizlet Page with key word flashcards for most topics

Week Beginning	Topics	Re-visit Work	Suggested Activities
WEEK 1	SOCIAL INFLUENCE CONFORMITY OBEDIENCE	• Asch's study of conformity • Social and dispositional factors which affect conformity • Milgram's study of obedience • Milgram's Agency theory of social factors that affect obedience • The Authoritarian personality as a dispositional explanation of obedience.	PSYCH BOOST VIDEOS SOCIAL INFLUENCE CONFORMITY OBEDIENCE USE YOUR FLASHCARDS FOR KEY THEORIES AND STUDIES:

HOW CAN PARENTS HELP?

- Look at the revision plan to know what they should be revising.
- Ask – WHICH topic and HOW are you revising?

- Ask them to explain the ideas to you...if they can, they probably get it!

- If they feel stuck:
  a) Read the textbook or watch the Psychboost videos
  b) Use the flashcards to revise the core studies and theories
  c) Use AI (responsibly...more to follow)
  d) Email me!

Online textbook – Sample answers with examiner feedback

Question 2. A researcher repeated Asch's study on conformity with a group of participants. The participants were not told that they were actually doing a study into conformity and were also not aware that the other people being tested were confederates whose job it was to judge the length of the lines incorrectly. Afterwards, the participants said they felt pressure to go along with the rest of the group.

Outline **one** ethical issue that would arise in this research study and explain how the researcher could have dealt with it. Refer to Asch's study (above) in your answer. *[3 marks]*

Amanda's answer *One issue is deception, which is when researchers do not tell the truth to their participants. It can be dealt with through debriefing, where the true aims of the study are revealed at the end.*	Amanda has identified a relevant ethical issue and also explained how it would be dealt with. However, she has not referred to the study in her answer, for example by making it clear that the participants were misled as they did not know that it was actually a study into conformity.
Jay's answer *One issue with this study is that of psychological harm as the item states that the participants may have felt pressure to go along with the rest of the group. This could be dealt with through a debriefing which would have restored the participants back to their original psychological state.*	Jay has answered the question and has mentioned a relevant issue (psychological harm). He has also stated how it would be an issue (group pressure) and how it would be dealt with (debriefing).
Selema's answer *One issue with the study is that there is a lack of informed consent as the participants were not aware that they had agreed to take part in a study on conformity. They also would have felt upset from the group pressure which could have caused them psychological harm.*	Selema has outlined two ethical issues but has not explained how either one would have been dealt with.

Online textbook

Provides a 100 word summary

AO2 question with answer revealed

Crowd and collective behaviour: Social and dispositional factors

The specification says...

Crowd and collective behaviour: Identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.

The Ringlemann effect



Maximilien Ringlemann, a French agricultural engineer, was intrigued by the way group behaviour seemed to affect physical performance. For example, he wondered whether it was a good idea to to use a team of horses to pull a loaded cart, or whether one horse alone was better. His reasoning was that, as soon as you couple horses together, their efforts lack co-ordination and therefore the total is less than the sum of their individual efforts.

This could be applied to human tug-of-war teams – do they exert the same pull as the sum of the individual's

Deindividuation A psychological state in which an individual loses their personal identity and takes on the group identity of the people around them. This may happen when in a crowd of people or when wearing a 'uniform' which represents a particular social group (and thus represents the group's social norms). The result may be to free the individual from the constraints of personal norms.

Dispositional factors Explanations of behaviour in terms of an individual's personality, character or temperament, i.e. their disposition.

Social factors Explanations in terms of the social world around you. Your 'social world' is the groups of people you identify with – friends, family, school, football team, town and so on.

Social loafing Individuals make a reduced individual effort when they are part of a group than when they are on their own.

Social factors

We have examined **deindividuation** as an explanation for crowd and collective behaviour (page 146). Deindividuation is related to **social factors** because it is the group norm that determines the behaviour of the crowd.

Two other important social factors are **social loafing** and **culture**.

Social loafing

This whole chapter has been about how the presence of others (real or imagined) can affect our behaviour. Social loafing is another example of this. It seems that people, when working in a group, individually put in less effort, as in the case of the tug of war on the left. This reduced effort can be understood in terms of deindividuation – being in a group reduces personal identity so no one needs to work as hard because no one will know what the other people's contribution is.

Bibb Latané was one of the psychologists who investigated social loafing (Latané *et al.* 1979). In his study 84 male undergraduates were asked to shout as loudly as they could either on their own, with one other person or in a group of six. When participants were in a larger group they individually made less noise than if they were on their own.

Latané *et al.* added a second *condition* to the experiment where participants wore blindfolds and headsets. What they heard was a synchronised tape recording of six people shouting. In this condition the noise per person was greater than when they were actually in a real group of six.

In condition 1 (the real group) reduced group performance was due to both co-ordination losses and effort losses. In condition 2 (the tape recording group) it was just less effort put in.

Evaluation One weakness with this explanation is that the negative effects of group work do not apply to all kinds of tasks. For example creative tasks such as brainstorming (see 'Stretch and challenge' on facing page) actually benefit from a group of people working together. This shows that in some tasks the output from a group is often greater than the sum of individuals in the group.

Culture

Individualist cultures, such as the US and the UK, are focused on individual people. People, about your friends or your job, tend to be based on what will be the best outcome for you. In more *collectivist cultures*, such as China and Japan, decisions are made with the needs of the group – families, society in general. (Individualist and collectivist cultures were discussed earlier in the chapter when we explained *conformity* – see page 133.)

It makes sense that social loafing is likely to be lower in a collectivist culture. Research has supported this, for example in one study US and Chinese participants were compared on two types of group task – in one group task they were individually identifiable and in another group task they weren't. The individual effort was the same on both tasks for the Chinese participants but not for the Americans – as soon as they thought they would be individually assessed they increased their effort whereas the Chinese people put the same effort in whether it was for themselves or the group (Earley 1989).

Evaluation One weakness with this explanation is that we are making generalisations about a *country*. People vary considerably within a country. For example, people in the US do not simply belong to one culture – they are Americans but they also may belong to a religious group which holds certain values or may belong to the Democrat party which again holds certain values. It is simplistic to talk about national cultures and make predictions about behaviour.

Dispositional factors

In contrast to social factors we can consider why some individuals in a crowd are more likely to be affected by group (social) norms than others.

Personality and morality are both **dispositional factors**.

Personality

On page 135 we considered *locus of control* as an explanation for higher or lower levels of conformity – people with an internal locus of control are less likely to be influenced by the behaviour of others when in a crowd. They would be more likely to follow their personal norms than the *social norms* created by the others around them.

Evaluation One weakness with this explanation is that not all research has shown that personality matters. One study looked at 'whistle blowing', when one person is willing to speak out despite the silence of the crowd. Participants were tested to see if they would report researchers for conducting an unethical study. People who were willing to speak out (i.e. they 'blew the whistle') had very similar scores on a personality test to those who didn't blow the whistle (Bocchiaro *et al.* 2012).

This suggests that personality may be a weak explanation for why some people conform to group norms, i.e. it may not be a useful explanation for crowd and collective behaviour.

Morality

'Morals' are our ideas of right and wrong. Some people have greater 'moral strength' which means they believe in certain principles of right and wrong and are more willing to be guided by these principles than being concerned about their own welfare or the opinion of others. This means that people with high moral strength will be less affected by the social norm created by the crowd.

On page 139 we looked at comments from some of the participants in Milgram's obedience studies. One of the participants was a professor of religion who refused to go further than 150 volts, saying: 'I don't understand why this experiment is placed above this person's life ... If he doesn't want to continue, I'm taking orders from him ... If one has as one's ultimate authority God, it trivialises human authority'.

The professor's ability to resist the social pressure of 'what everyone else is doing' is due to a strong sense of moral responsibility.

Evaluation One strength of this explanation is that it is supported by historical evidence of individuals who stood up to crowd behaviour. For example, in 1943 in Nazi Germany a young woman called Sophie Scholl was tried and found guilty of circulating anti-Nazi literature. She has been described as the most spectacular example of resistance to group pressure, standing up for what she believed to be right at a great personal cost. Just before her execution, at the age of 21, she said 'What does my death matter if by our acts thousands are warned and alerted?' This shows that some people are willing to sacrifice their life for a principle and the good of others.

Apply it – concept

Pre-season friendly?

Read the item below and then answer the question that follows.

The English football team Arsenal are playing the Chinese team Guangzhou Evergrande in a pre-season friendly match in London. There are eight times as many Arsenal supporters in the stadium. However, the fans of Guangzhou are out-singing them as the Arsenal fans seem less willing to make the effort. Arsenal go a goal down and the Arsenal fans become angry and start to throw bottles at the rival fans. The police arrest some of these fans and are surprised to find that they are all civilised people who are ashamed by their behaviour.

Question

Identify **two** social factors that influence collective behaviour and [illegible] the case study above. *[4 marks]*

Stretch and challenge

The research on social loafing has interesting real-world applications. There are many situations where people work in groups, such as on a factory production line. Social loafing can be a problem because all that is apparent is the overall output. A way to discourage individuals from social loafing is to make sure that each person's work is individually identifiable by asking them to write their name on the item they are producing.

However, an interesting point is that not all tasks are affected by social loafing. The opposite effect is also observed, called *social facilitation* where people actually perform better when working as a group. Robert Zajonc famously demonstrated this effect with cockroaches as well as people (e.g. Zajonc *et al.* 1969). People and cockroaches do better in the presence of others on tasks that are quite simple and well-learned but less well on complex tasks that require a high level of attention.

The presence of others also contributes to creative tasks. One study looked at participants working on 'eureka' type problems such as the Five disc puzzle. Four-person groups were able to solve such problems faster than individuals (Shaw 1932). 'Brainstorming' is an example of this approach where a group can generate more ideas than individuals working alone.



Five disc puzzle: On Peg A there are five discs in order of size with the largest at the bottom. Using Peg B as a transfer station, move the discs to Peg C so that they will be in the same order on Peg C as they are now on Peg A. Never place a larger disc on a smaller one and only move one disc at a time.

Study tip

Remember to underline

When you do application questions (such as the one below left), you must refer to the stem or case study in your answer. It is always good practice to underline key phrases in the stem/case study as you can use them in your answer.

Also, a lot of research methods questions link to key phrases in the stem/case study so underlining key words will again help you find the answers to them.

Check it

1. Explain how culture affects crowd and collective behaviour. *[3 marks]*
2. Apply your knowledge of social loafing to explain collective behaviour in a real-world situation. *[2 marks]*
3. Describe and evaluate the effect of dispositional factors on collective behaviour. *[9 marks]*

Responsible use of AI can be VERY helpful

E.G. "Search AQA GCSE Psychology past papers, select questions on the topic of interference in memory and provide the mark scheme and sample answers based upon the mark scheme for each question found."

Useful prompts:

I am studying AQA GCSE Psychology. Explain in simple terms INTERFERENCE provide and example then test my understanding.

I am studying AQA GCSE Psychology. Here is an exam question. I will write my answer and I would like you to give feedback

Use of AI - "simplify this theory for me..."

"Explain interference in memory in very simple terms. Give a number of examples"

🧠 What is Interference in Memory?

Interference happens when **one memory gets in the way of another**. It's like when two people talk at the same time and you can't hear either clearly — your brain gets confused between memories.

There are **two main types**:

---

1. Proactive Interference

Old memories interfere with new ones.

📜 Examples:

- You **keep typing your old password** even though you changed it last week.
- You **call your new student by the name of a previous student** you taught for years.
- You **drive to your old house** out of habit, even though you moved recently.

Use of AI

Sample Answer (Mid-Level Response)

Method: Participants are split into two groups. Both groups learn a list of 20 words. Group A immediately recalls the list. Group B learns a second list of similar words before recalling the first list.

Hypothesis: Participants who learn a second list of similar words will recall fewer words from the first list than those who do not.

Expected Results: Group B will recall fewer words from the first list due to interference from the second list. Group A will recall more words accurately.

Top-Level Response (6/6 marks)

Method:
I would use an independent groups design with two conditions. Participants in both groups would be asked to learn a list of 20 words. Group A would then complete an unrelated task (e.g., solving puzzles) before recalling the original list. Group B would learn a second list of similar words immediately after the first list, then recall the original list. This design allows us to test the effect of **retroactive interference**.

Hypothesis:
Participants who learn a second list of similar words (Group B) will recall significantly fewer words from the first list than participants who complete an unrelated task (Group A). The **independent variable** is the type of task after learning the first list (interference vs. control), and the **dependent variable** is the number of words correctly recalled from the first list.

Expected Results:
Group B is expected to recall fewer words from the first list due to interference from the second list. Group A should recall more words accurately, as their memory was not disrupted by similar material. This would support the theory that interference affects the retrieval of previously learned information.

AI will also create model answers at difference levels. (More caution needed here)

Psychology Key Notes

please take a photo for future reference:

- **Revision plan** is on Microsoft Teams (under the "revision") Topics are tested in class or using Seneca. `ALL REVISION RESOURCES are hyperlinked directly to the resources!
- **Online textbook** (Found in key resources but also linked on the revision plan) has chapter summaries, exam questions, sample answers and multiple choice questions to support revision.
- **Psychboost GCSE Youtube channel** is very helpful to "fill gaps" if lessons are missed

Please contact me with any questions / queries:

chrisbeech@hea.ac.uk

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