

psych/logic

**AQA A-level Psychology
Unit 1
(7182/1)**

**Social Influence
Questions + Answers**

SOCIAL INFLUENCE – THE SYLLABUS

CONFORMITY

- Types of conformity – internalisation, identification and compliance
- Asch's research and variables affecting conformity: group size, unanimity and task difficulty
- Explanations for conformity: informational social influence and normative social influence
- Conformity to social roles as investigated by Zimbardo

OBEDIENCE

- Milgram's obedience research and situational variables affecting obedience: proximity, location and uniform
- Explanations for obedience: agentic state and legitimacy of authority
- Dispositional explanation for obedience: the Authoritarian Personality

INDEPENDENT BEHAVIOUR

- Explanations of resistance to social influence: social support and locus of control

MINORITY INFLUENCE & SOCIAL CHANGE

- Minority influence including reference to consistency, commitment and flexibility
- The role of social influence processes in social change

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

CONFORMITY

- **Types of conformity – internalisation, identification and compliance**

Explain what is meant by conformity.

(Total 2 marks)

Straight-forward definition: lines 1-3.

Explain what is meant by majority influence.

(Total 2 marks)

Same thing as conformity. Straight-forward definition: lines 1-3.

Explain what is meant by compliance.

(Total 3 marks)

Straight-forward definition but must give example for 3rd mark: lines 6-11.

Explain what is meant by compliance in the context of conformity.

(Total 2 marks)

Straight-forward definition. Give example to be on the safe side: lines 6-11.

One type of conformity is compliance. What do psychologists mean by compliance?

(Total 3 marks)

Straight-forward definition but must give example for 3rd mark: lines 6-11.

One type of conformity is identification. What do psychologists mean by identification?

(Total 3 marks)

Straight-forward definition but must give example for 3rd mark: lines 12-18.

Explain what is meant by internalisation.

(Total 3 marks)

Straight-forward definition but must give example for 3rd mark: lines 19-23.

Explain what is meant by internalisation in the context of conformity.

(Total 2 marks)

Straight-forward definition. Give example to be on the safe side: lines 19-23.

Explain the difference between compliance and internalisation.

(Total 2 marks)

Lines 6-11 & 19-23.

Answer.

“Compliance is a shallow, temporary form of conformity where one publicly conforms while privately disagreeing with the group to gain group approval. Internalisation is a deep, permanent form of conformity where one publicly and privately changes one’s attitudes because one believes the group to be right.”

Which two of the following are types of conformity? Shade two boxes only.

A	Agentic state	<input type="checkbox"/>
B	Compliance	<input type="checkbox"/>
C	Group size	<input type="checkbox"/>
D	Identification	<input type="checkbox"/>
E	Unanimity	<input type="checkbox"/>

(Total 2 marks)

B & D.

Lines 6-11 & 12-18.

The following statements are all related to conformity.

- A Doing what the group does in order to be liked by them.
- B Doing what the group does because we do not know what else to do.
- C Going along with the group, even if we do not really agree with what they are doing.
- D Going along with the group because we accept their beliefs and attitudes into our own cognitions.

In the table below, write which statement, A, B, C or D, describes each type of conformity.

Type of conformity	Statement
Internalisation	
Compliance	

(Total 2 marks)

Internalisation = D; Compliance = C.

Lines 19-23 & 6-11.

The following phrases refer to different types of conformity.
Select the two phrases that describe internalisation. Tick two boxes only.

- A The deepest level of conformity.
- B The individual conforms publicly with the rest of the group but may privately disagree with them.
- C The beliefs of the group become part of the individual's own belief system.
- D The individual goes along with the group but does not agree with them.
- E The individual changes his / her beliefs, but it is a temporary change.

(Total 2 marks)

A & C.

Lines 19-23.

Select the phrase that best describes internalisation.
Shade one box only.

A	The individual adopts a role as a member of a group	<input type="radio"/>
B	The individual changes his/her behaviour but it is a temporary change	<input type="radio"/>
C	The individual changes his/her public and private beliefs	<input type="radio"/>
D	The individual goes along with the group but does not agree with them	<input type="radio"/>

(Total 1 mark)

C.

Lines 19-23.

When Josh and Nate first started work they both used their cars to get to work. All the other people in their department were very environmentally aware and used public transport or bikes wherever possible rather than their own cars. Josh is now happy to ride his bike to work every day but at the weekend still uses his car. Nate listened to his colleagues' point of view and now used public transport whenever he can.

Explain which type of conformity Josh is showing and which type of conformity Nate is showing.
(Total 4 marks)

Josh = compliance – lines 6-11.

Nate = internalisation – lines 19-23.

Outline the definitions and refer to Josh and Nate's use of bikes/public transport versus cars.

It is Ani's first day in a new job and he spends a lot of time watching to see what his colleagues are doing, so that he will fit in with them and be liked. Explain Ani's behaviour in terms of compliance.
(Total 2 marks)

Lines 6-11.

Outline the definition stating that Ani wants to be approved of and accepted by his new colleagues and even if he doesn't privately agree with what they say and do he publicly goes along with them to be accepted in his new job.

Jan and Norah have just finished their first year at university where they lived in a house with six other students. All the other students were very health conscious and ate only organic food. Jan had listened to their point of view and now she also eats only organic food. Norah was happy to eat organic food while in the house, but when she went home for the holidays she ate whatever her mother cooked. Both girls conformed, but for different reasons.

Explain which type of conformity each girl was showing.

(Total 4 marks)

Jan = internalisation; Norah = compliance.

Lines 6-11 & 18-23.

Answer.

"Jan shows internalisation. She has publicly and privately changed her attitudes and now permanently only eats organic food. Norah is showing compliance. She only conformed publicly to her friends' behaviour but had obviously not privately undergone attitude change to eating organic as she reverted to eating non-organic in the holidays. Norah probably conformed to gain group approval and membership whereas Jan believed the other students to be 'right' in their belief that organic food was 'good'."

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

CONFORMITY

- **Asch's research and variables affecting conformity: group size, unanimity and task difficulty**

Describe the procedures and findings of one study into conformity.

(Total 6 marks)

Lines 24-51.

Outline 2 criticisms of Asch's research into conformity.

(Total 6 marks)

Lines 52-63.

Evaluate research into conformity.

(Total 6 marks)

Lines 52-63. Or any of the points between lines 52-73.

Discuss research into conformity.

(Total 8 marks)

Spend ½ the time describing Asch's study: lines 24-46, and ½ the time evaluating Asch's study: lines 52-68.

Outline and evaluate research into conformity.

(Total 16 marks)

Lines 24-73 + 74-77 + 83-87 + 92-95.

Most research into conformity takes place in a laboratory. Outline one strength of conducting research into conformity in a laboratory.

(Total 2 marks)

More of a Research Methods question but needs to be about studying conformity in a laboratory. Unit 2 Research Methods Syllabus Notes: lines 221-224.

Answer.

"Conducting research into conformity under tightly controlled laboratory conditions allows experimenters to isolate the effect of the independent variable (e.g. 'size of the majority') on the dependent variable (e.g. levels of conformity) to determine cause-effect relationships between the variables they are testing and conformity. Extraneous variables can be controlled or eliminated."

(a) Outline one method that psychologists have used to study conformity. (2)

(b) Explain one limitation of this method. (2)

(c) Suggest an appropriate way of overcoming this limitation. (2)

(Total 6 marks)

(a) Lines 24 + 25 & add that it was a laboratory experiment.

(b) More of a Research Methods question but refer to Asch's study and criticisms to do with lack of ecological validity: lines 52-54 and Unit 2 Research Methods Syllabus Notes: lines 123-126.

(c) Unit 2 Research Methods Syllabus Notes: lines 231-236

Answer.

“(a) Asch studied conformity using a laboratory experiment where confederates deliberately gave the wrong answer on a task to see if the naïve participant conformed.

(b) A limitation relates to lack of ecological validity – because the task was artificial and unlike situations where people might conform in the real world we can question to what extent findings can be generalised to conformity in everyday life.

(c) To overcome this problem, a field experiment could be conducted where naïve participants who did not know they were being studied would be confronted with a more realistic conformity task in a real-world setting. This would improve levels of ecological validity as the participants would behave naturally and findings could be generalised to how conformity occurs in everyday life.”

Discuss at least two factors that have been shown to affect conformity. Refer to evidence in your answer.

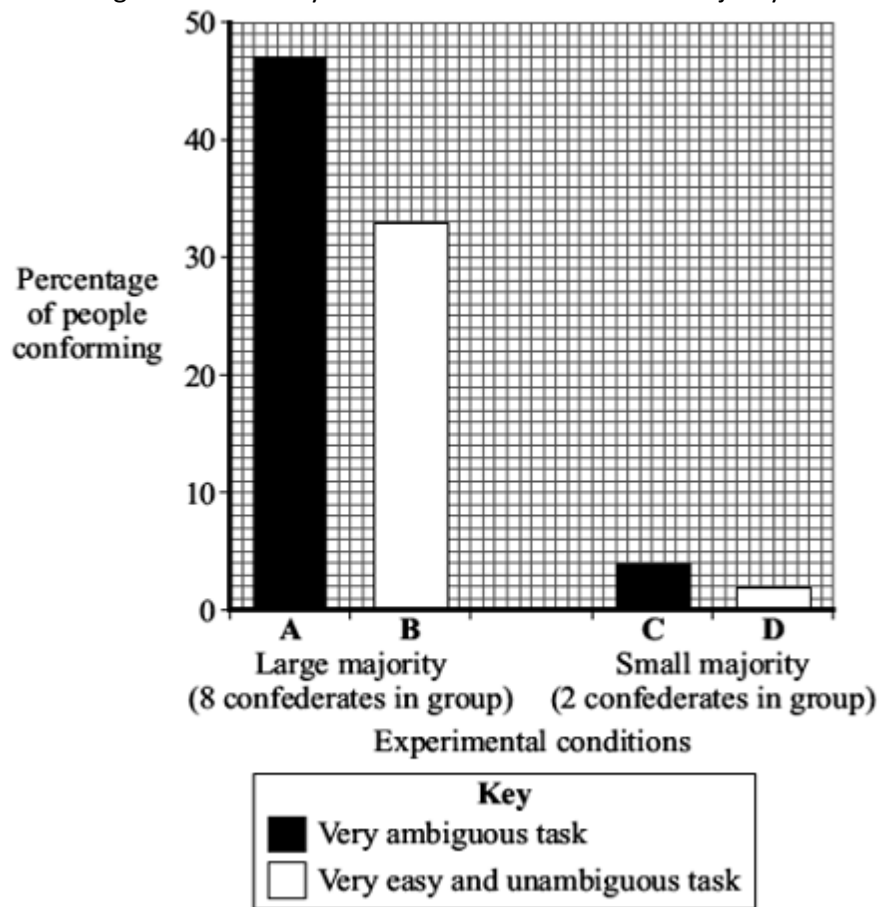
(Total 16 marks)

Start by saying that Asch's original research involved... Summarise lines 24-31.

Go on to detail all variations of Asch's study – lines 74-98.

Then evaluate Asch's studies – the points of evaluation relate to the original study and all variation studies – lines 52-73.

In an experiment into conformity, an experimenter varied both the number of confederates (stooges) and the ambiguity of the task. The bar chart below shows the findings. Percentages of conformity for different tasks and size of majority



What does the bar chart show about conformity?
(Total 4 marks)

*Question relates to Task Difficulty (ambiguous task): lines 76-82, and Group Size: lines 83-91.
Answer.*

“The bar chart shows that very few people (less than 5%) conformed to either an ambiguous or unambiguous task when there were only 2 confederates in the majority group. There was a small effect whereby the more ambiguous task produced slightly more conformity. With a majority of 8 confederates, however, levels of conformity were far higher overall and there was a clear difference in levels of conformity depending on whether the task was ambiguous (approx. 47% conformity) or easy and unambiguous (approx. 33% conformity). Therefore, group size increases conformity a lot in general and with large groups the more ambiguous task produces higher conformity rates than the easy, unambiguous task.”

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

CONFORMITY

- **Explanations for conformity: informational social influence and normative social influence**

Which of the following terms best matches the statements below? Choose one term that matches each statement and write A, B, C, D or E in the box next to it. Use each letter once only.

A	Identification
B	Informational social influence
C	Normative social influence
D	Compliance
E	Internalisation

(a)	Publicly changing behaviour whilst maintaining a different private view.	<input type="checkbox"/>
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(b)	Group pressure leading to a desire to fit in with the group.	<input type="checkbox"/>
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(c)	When a person lacks knowledge of how to behave and looks to the group for guidance.	<input type="checkbox"/>
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(d)	Looks to the group for guidance.	<input type="checkbox"/>
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(Total 4 marks)

A = D (lines 12-18).

B = C (lines 108-119).

C = B (lines 101-107).

D = A (lines 6-11).

Answers B, C & D are obvious. Answer A is a classic example of a badly-phrased question by the exam board and lots of students got this wrong/were confused. If confronted with a badly written question like this in the exam try to get the right answers by elimination – i.e. put down what you know is right first, then go for the least bad option with what's remaining.

Explain what is meant by informational social influence.

(Total 3 marks)

Straight-forward definition. No need to give example.

Lines 108-113.

Explain what is meant by normative social influence.

(Total 3 marks)

Straight-forward definition. No need to give example.

Lines 101-107.

Briefly outline and evaluate normative social influence as an explanation of conformity.

(Total 4 marks)

Outline – lines 102-103 + 105-107.

Evaluate – say that research evidence provides support for this explanation and outline Schultz's study – lines 127-133.

Josie, Hana and Caitlyn have just started new jobs and all three are keen to do well. Josie laughs a lot at the jokes her colleagues tell, even though she does not always find them very funny. Hana observes her colleagues closely and makes sure that she completes the work in the same way that they do, so that she does not make any mistakes. Caitlyn prefers to learn through trial and error. She believes that by trying and by making mistakes, she will really understand what she is doing. Which girl's behaviour is being influenced by normative social influence and which girl's behaviour is being influenced by informational social influence? Justify both choices.

(Total 6 marks)

Caitlyn is not doing anything – she just there to distract/confuse.

1 mark for simply stating Josie: normative social influence; Hana: informational social influence.

2 further marks for each girl for saying why...

Lines 101-107 for Josie.

Lines 108-119 for Hana.

Your answer needs to explain why they're showing this type of conformity. Josie wants to be liked and accepted and is outwardly conforming. Hana doesn't know how she should act in this 'unclear', 'novel' situation so looks to her more experienced colleagues to know what the 'right' way to act and behave is.

(a) What is meant by normative social influence? (2)

(b) Andrea has recently started a new job and on her first day at work she noticed that all her colleagues were much more smartly dressed than she was.

Explain the likely effect of normative social influence on Andrea's behaviour. (2)

(Total 4 marks)

(a) Lines 102-103 + 105-107.

(b) Answer.

"To seek approval from her new colleagues she will start dressing more smartly in an attempt to gain acceptance and avoid rejection. Normative social influence suggests that Andrea is motivated by a desire to avoid social disapproval and seek acceptance and be liked by the group."

Outline and evaluate explanations of conformity.

(Total 8 marks)

Outline = lines 99-113 (edit Informational Social Influence a bit).

Evaluate = lines 126-139 & 144-150.

Psychologists investigating social influence have discovered several reasons why people conform. Discuss what psychological research has told us about why people conform.

(16 marks)

Lines 99-158.

Read the item and then answer the question that follows.

Polly always checks what her friends are going to wear before she gets ready to go out because she does not like to be the odd one out.
Jed watches his colleagues carefully when he starts a new job so that he can work out where to put his things and how long to take for lunch.

Discuss two explanations for conformity. Refer to Polly and Jed in your discussion.

(Total 16 marks)

Lines 99-158.

6 marks for knowledge of informational and normative social influence – lines: 99-119.

6 marks for evaluation/discussion – lines: 120-158.

4 marks for application – i.e. how research can be related to Polly and Jed. As you go through the essay when you come across a point which relates to either of them simply say, “This relates to Polly always checking what her friends are wearing as she wants to be approved of and liked by the group and fears disapproval and embarrassment if she thinks she’s not dressed like the rest of her friends”, etc. Try and relate material back to Polly 2 times and Jed 2 times. For example, Polly (i) checks what her friends are wearing, (ii) she doesn’t like to be the odd one out; Jed (i) watches his colleagues carefully, (ii) so that he can work out where to put things and how long to take for lunch.

Steph and Jeff are student teachers who recently joined other members of staff on a one-day strike. When asked why they decided to do so, Steph replied, 'I never thought I would strike but I listened to the other teachers' arguments and now I have become quite passionate about it'. Jeff's explanation was different: 'To be honest, everyone else seemed to be striking and I didn't want to be the only one who wasn't'.

Discuss explanations for conformity. Refer to Steph and Jeff as part of your discussion.

(Total 16 marks)

Lines 99-158.

6 marks for knowledge of informational (Steph) and normative (Jeff) social influence – lines: 99-119.

6 marks for evaluation/discussion – lines: 120-158.

4 marks for application – i.e. how research can be related to Steph and Jeff. As you go through the essay when you come across a point which relates to either of them simply say, "This relates to Steph saying that she listened to other teachers' arguments and believed them to be true", etc. Try and relate material back to Steph 2 times and Jeff 2 times. For example, Steph (i) listened to other teachers' arguments and believed them to be true, (ii) she wanted to be 'right' in an ambiguous/novel situation; Jeff (i) everyone else was striking, (ii) he didn't want to be the only one who wasn't.

A group of students has to decide what to do with the money left over in their school fund. Most of them want to give the money to a local charity. However, two students, Lisa and Sean, want to buy a pool table for the common room.

Briefly explain how two factors might affect whether or not Lisa and Sean will conform to the rest of the group.

(Total 4 marks)

Answer. 2 factors only.

- "They are less likely to conform if they have someone else who goes against the majority (a dissenter). Asch found that the presence of a dissenter reduced conformity to 5.5% (lines 92-96). Asch found that even when a dissenter gave a different but wrong answer to the majority, participants were more likely to show independent behaviour (lines 96-98). Therefore, even if a dissenter went against both groups and suggested buying something different with the money Sean and Lisa may be less likely to conform.*
- Normative influence theory would suggest that if Lisa and Sean value membership of the group they will be more likely to conform to be liked and accepted by their fellow students and not be disapproved of or rejected by them (lines 101-107). Therefore, they may give in to group pressure and show compliance or identification just to retain group membership and friendship."*

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

CONFORMITY

- **Conformity to social roles as investigated by Zimbardo**

Which two of the following statements about Zimbardo's prison study are correct?

Shade two boxes only.

The study showed how...

A	Roles affect behaviour.	<input type="checkbox"/>
B	People obey authority.	<input type="checkbox"/>
C	Unanimity affects behaviour.	<input type="checkbox"/>
D	People conform to the majority.	<input type="checkbox"/>
E	Behaviour is influenced by loss of identity.	<input type="checkbox"/>

(Total 2 marks)

A. Lines 159-160.

E. Lines 160-162.

Outline the procedures and findings of Zimbardo's research into conformity to social roles.

(4 marks)

Lines 163-167 + 170-175.

Briefly discuss two criticisms of Zimbardo's research into conformity to social roles.

(Total 4 marks)

Lines 181-186 – ethics.

Lines 195-199 – ecological validity.

Many people have criticised Zimbardo's prison study.

Identify and briefly discuss two reasons why people have criticised Zimbardo's prison study.

(6 marks)

Lines 181-190 – ethics.

Lines 195-202 – ecological validity.

Describe and evaluate Zimbardo's research into conformity to social roles.

(16 marks)

Lines 159-214.

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

OBEDIENCE

- **Milgram's obedience research and situational variables affecting obedience: proximity, location and uniform**

Explain what is meant by obedience.

(Total 2 marks)

Straight-forward definition: lines 215-216.

Outline the procedures and findings of Milgram's study into obedience.

(Total 6 marks)

Lines 226-240.

Milgram's work can be criticised for being unethical. Describe one way in which his work is unethical.

(Total 2 marks)

Any one of the ethical criticisms: lines 248-261, but I suggest 'consent': lines 248-250.

Describe two ethical issues that can be illustrated by Milgram's research into obedience to authority.

(Total 4 marks)

Any two of the ethical criticisms: lines 248-261, but I suggest 'consent': lines 248-250 and 'deception' lines 251-253.

Some psychologists criticise Milgram's research into obedience to authority in terms of both methodological issues and ethical issues.

Explain two criticisms of Milgram's research.

(Total 6 marks)

Any two of the ethical or methodological criticisms: lines 248-275 but I suggest 'lack of ecological validity' and 'demand characteristics': lines 263-275.

- (a) Milgram's experiments into obedience can be criticised as being unethical. Describe two ethical issues that can be illustrated by Milgram's research. (4)
- (b) Choose one of the ethical issues identified in your answer to (a) and explain a way of dealing with it. (2)

(Total 6 marks)

(a) Any two of the ethical criticisms: lines 248-261, but I suggest 'consent': lines 248-250 and 'deception' lines 251-253.

(b) Debriefing (see Unit 2 Research Methods: lines 489-492).

Answer.

"Deception could be dealt with by debriefing participants once the study was complete. The experimenter would explain to the participant why it had been necessary to deceive them (e.g. so that the participant believed that the situation was real). The experimenter would also explain why the study had been conducted, answer any questions that the participant had, and reassure them that their behaviour was not 'bad'/'wrong', etc."

Apart from ethical issues, give one strength and one limitation of Milgram's methodology.

(Total 4 marks)

Lab based experimental research (strength) and lack of ecological validity (limitation).

Answer.

- "Strength. Conducting research into obedience under tightly controlled laboratory conditions allows experimenters to isolate the effect of the independent variable (for example 'proximity' on the dependent variable (for example, levels of obedience) to determine cause-effect relationships between the variables they want to test and obedience." (See Unit 2 Research Methods: lines 221-224.)*
- "Limitation...." See lines 264-268 on lack of ecological validity.*

Some research into obedience has been carried out in laboratories. Other studies into obedience have been carried out in the real world, including field experiments and observations.

- (a) Outline one advantage of conducting obedience research outside a laboratory setting.
- (b) Outline one limitation of conducting obedience research outside a laboratory setting.

(Total 4 marks)

Answer.

- "Conducting obedience research in the real world, as Hofling did, has high levels of ecological validity. Participants are put into real-life situations where their obedience is tested, so the obedience task they are asked to perform is realistic and findings can be generalised to how people behave in the real world." (See Unit 2 Research Methods Syllabus Notes: lines 235-236.)*
- A limitation is that there is a lack of control over extraneous variables and the experimenter cannot isolate the effect of the independent variable (e.g. proximity) on the dependent variable (obedience) to determine cause-effect relationships between variables being tested and obedience." (See Unit 2 Research Methods Syllabus Notes: lines 241-243.)*

Which two of the following are situational variables that can affect obedience? Choose two from the options A, B, C, D and E.

- A. Proximity
- B. Flexibility
- C. Identification
- D. Authoritarian personality
- E. Location

(Total 2 marks)

A & E.

Lines 289-293 & 309-313.

The following results are percentages of participants who gave the maximum shock, in variations of Milgram's experiment into obedience to authority.

Condition	% Participants obeying
Experimenter and two obedient confederates are in the same room as the participant.	92.5%
Experimenter is in the same room as the participant.	65%
Experimenter is in a different room from the participant.	20.5%
Experimenter and two disobedient confederates are in the same room as the participant.	10%

What do these results suggest about the power of the confederates in variations of Milgram's study? (Total 4 marks)

Slight trick question – it only asks about confederate so no need to include material on the experimenter being in the same or a different room.

Relates to disobedience due to social support: lines 502-506, and conformity: lines 101-119.

Answer:

“With 2 disobedient confederates obedience levels were very low (10%) compared to the standard level of obedience Milgram found in his original study (65%). Thus, others who are disobedient may act as role models on whom we base our own behaviour and provide a sense of social support, strength and group opposition to the authority figure.

With 2 obedient confederates obedience levels were very high (92.5%). This can be related to explanations of conformity – participants may have conformed to the confederates obedience out of a desire to be liked and accepted and avoid disapproval (normative social influence), or because they were unsure how to behave and looked to the other confederates for guidance (informational social influence).”

When you are a passenger on a train, you are much more likely to move to another seat if the ticket collector tells you to move than if another passenger tells you to do so.

Use your knowledge of why people obey to explain this behaviour.

(Total 4 marks)

The role of uniform: lines 301-308.

You must relate the syllabus material to the example: e.g. the ticket collector's uniform and passengers obeying him.

Identify two factors that have been shown to affect obedience to authority.
Briefly discuss how each of these factors affects obedience to authority.
(Total 6 marks)

Proximity: lines 289-299.

Uniform: lines 301-308.

Briefly describe how proximity affects obedience.
(Total 4 marks)

Proximity: lines 289-299.

Outline research into the effect of situational variables on obedience and discuss what this tells us about why people obey.

(Total 16 marks)

Start by briefly summarising the procedures and findings of Milgram's original study. Start by saying, 'In Milgram's original study...' & summarise lines 226-240.

Then say, 'To test which variables increased/decreased levels of obedience Milgram conducted variations of his study and fully describe proximity, uniform and location: lines 287-313.

Criticise Milgram's study – should we accept his findings/conclusions..? Summarise lines 248-275.

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

OBEDIENCE

- **Explanations for obedience: agentic state and legitimacy of authority**

Which of the following statements best describe the agentic state?

A	People feel responsible for their actions and act according to their own principles	<input type="radio"/>
B	People feel that they are not responsible for the actions of a group	<input type="radio"/>
C	People make others feel responsible for their actions	<input type="radio"/>
D	People no longer feel responsible for their actions as they are acting for an authority figure	<input type="radio"/>

(Total 1 mark)

D.

Lines 343-347.

Outline what is meant by 'agentic state' as an explanation of obedience.

(2 marks)

Lines 343-347.

Outline two explanations of why people obey.

(Total 4 marks)

Legitimate authority: lines 318-320.

Agentic shift: lines 342-347.

Milgram's work into obedience provided us with valuable insights into why people obey, even though it was carried out in a laboratory.

Outline two explanations of why people obey.

(Total 4 marks)

Legitimate authority: lines 318-320.

Agentic shift: lines 342-347.

No need to refer to Milgram or laboratories.

Explain one or more reasons why people obey authority.

(Total 6 marks)

Legitimate authority: lines 318-327.

Agentic shift: lines 342-351.

Outline two explanations for obedience. (6)

Briefly evaluate one of the explanations that you have outlined in your answer. (3)

(Total 9 marks)

2 explanations. Legitimate authority: lines 318-327; Agentic shift: lines 342-351.

Evaluation: Legitimate authority is supported by research evidence which provides evidence for this theory: lines 336-340.

Outline and evaluate one or more explanations of why people obey.

(Total 16 marks)

Lines 317-374.

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

OBEDIENCE

- **Dispositional explanation for obedience: the Authoritarian Personality**

Briefly outline and evaluate the authoritarian personality as an explanation of obedience to authority.

(Total 4 marks)

Outline: lines 375-380.

Evaluate: Adorno found research support/evidence for the authoritarian personality: lines 381-385.

Evaluate the authoritarian personality as an explanation of obedience.

(Total 6 marks)

Lines 407-416 + 421-430.

- (a) Briefly discuss the Authoritarian Personality as an explanation for obedience to authority. (4)
- (b) Apart from personality type outline one psychological explanation for defiance of authority. (2)

(Total 6 marks)

(a) Lines 375-385.

(b) Social support. Lines 499-501.

- (a) Discuss the authoritarian personality as an explanation for obedience. (8)
- (b) Outline one alternative explanation for obedience. (3)

(Total 11 marks)

(a) Lines 375-388 + 405-416 + 428-430

(b) Choose from legitimate authority, agentic shift, buffers or gradual commitment. I suggest the role of buffers: lines 358-363.

Describe and evaluate Adorno's dispositional explanation of obedience.

(Total 16 marks)

Lines 381-446.

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

INDEPENDENT BEHAVIOUR

- **Explanations of resistance to social influence: social support and locus of control**

Explain what is meant by locus of control.

(Total 4 marks)

Lines 446-455.

Explain how locus of control (LOC) can influence independent behaviour.

(Total 4 marks)

Lines 457-466.

How can personality type influence independent behaviour?

(Total 6 marks)

Explanation of locus of control: lines 446-455.

Research evidence conformity: lines 463-466.

Research evidence obedience: lines 493-495.

Three students, George, Petra and Dan, have just started in the sixth form. Dan is a confident person who thinks that his fate lies firmly in his hands. By the end of the first week, Dan has put himself forward to be nominated as the class representative. Petra has also put her name forward to be nominated. She believes it is just luck whether or not she will be selected and feels that there is not much she can do about it. George did not put his name forward because his father told him not to.

(a)

(i) What type of locus of control does Petra's behaviour show?

(ii) What type of locus of control does Dan's behaviour show?

(iii) George did not put his name forward as the class representative.

Use your knowledge of social influence research to explain this. (4 marks)

(b) Which one of the three students is most likely to resist pressures to conform?

Use your knowledge of psychology to explain your choice. (4 marks)

(Total 8 marks)

(a)

(i) *High external locus of control.*

(ii) *High internal locus of control.*

(iii) *George is obedient to his father's wishes. He might have an authoritarian personality (lines 375-380) and he seems to view his father as a legitimate authority figure (lines 324-329).*

(b) *Dan has a high internal locus of control and research evidence shows this is associated with resisting pressures to conform. Lines 457-466.*

Daniel and Matthew are in the same class at school but have very different views on success. Daniel is convinced that success is due to hard work and determination, whilst Matthew believes that luck and fate determine success.

The class is putting on a play and neither Daniel nor Matthew wants to participate. Their friends are trying to persuade them to take part.

(a) Using your knowledge of locus of control, identify which boy is most likely to resist the social influence of his friends. Explain why. (4 marks)

(b) Another boy in the class, Tom, refuses to take part in the play. Explain how Tom's refusal to take part might affect Daniel's and Matthew's ability to resist social influence.

(2 marks)

(Total 6 marks)

(a) Daniel has a high internal locus of control and will be more likely to resist. Lines 446-451 + 460-466 (research studies which provide evidence that high LOC individuals will resist conforming).

(b) Tom is an 'ally' who provides social support – see lines 467-473.

Answer. "Tom's refusal to take part in the play means that Matthew is much more likely to resist the pressure to conform to taking part in the play. Asch's study found that the presence of an ally who refuses to conform reduced conformity rates from 36.8 to 5.5%. Tom's refusal may also make Daniel less likely to conform but to a lesser extent as Daniel already has a high internal LOC.

In a hospital, you are very likely to obey a nurse. However, if you meet her outside the hospital, for example in a shop, you are much less likely to obey. Using your knowledge of how people resist pressures to obey, explain why you are less likely to obey the nurse outside the hospital.

(Total 4 marks)

Lines 525-532.

Relate your explanation back to the context above: e.g. in the hospital we view her as a legitimate authority figure but outside of this institution we do not so we are more likely to disobey. Even though she may still be wearing her uniform, the 'power' of this is reduced as she is outside of the hospital.

Discuss at least two explanations for defiance of authority. Refer to evidence in your answer.

(Total 16 marks)

This is about resisting pressures to obey, it is not to do with conformity.

Lines 446-455 (but lose any mention of conformity) + 490-532.

When we are in a large group of friends, it is very easy to agree with them and simply go along with their views. However, sometimes we are able to resist the pressure to conform. Using what you have learned from studying conformity outline one reason why we might resist the pressure to conform.

(Total 2 marks)

High internal locus of control: lines 448-451.

Using your knowledge of psychology, explain why some people might resist pressures to conform.
(Total 4 marks)

High internal locus of control: lines 448-451 + 457-462.

Discuss one or more explanations of why people resist the pressure to conform.
(Total 8 marks)

High internal locus of control: lines 448-451 + 457-489.

Read the item and then answer the question that follows.

Two psychology students were discussing the topic of social influence.

'I find it fascinating how some people are able to resist social influence', said Jack.
'It must be the result of having a confident personality.'

'I disagree', replied Sarah. 'I think resisting social influence depends much more on the presence of others.'

Discuss two explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.

(Total 16 marks)

2 explanations.

1. Locus of control: lines 446-466 (resisting pressures to conform) + 490-498 (resisting pressures to obey).

2. Social support: lines 468-473 (resisting pressures to conform) + 499-516 (resisting pressures to obey).

6 marks for knowledge of resisting pressures to conform and obey.

6 marks for evaluation/discussion of resisting pressures to conform and obey.

(Both of these are equally included in line numbers above.)

4 marks for application – i.e. how research can be related to what Jack and Sarah say above.

As you go through the essay when you come across a point which relates to what they have said simply say: "This relates to Jack's view that resisting social influence is the result of a confident personality"; "he thinks that dispositional factors (personality) are more important than situational factors"; "This relates to Sarah's view that resisting social influence is the result of the presence of others"; "she thinks that situational factors are more important than dispositional factors (personality)".

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

MINORITY INFLUENCE & SOCIAL CHANGE

- **Minority influence including reference to consistency, commitment and flexibility**

Explain the difference between minority and majority influence.

(Total 3 marks)

Lines 1-3, 533-534. The difference is majority influence is a large group changing the attitudes and behaviours of a small group of individual whereas minority influence is a small group or individual changing the attitudes and behaviours of a larger group.

Explain how a minority can bring about social change.

(Total 4 marks)

Lines 538-540 + 546-550. Then briefly explain that consistency, commitment and flexibility are associated with minorities being successful in influencing majorities: lines 551-590 (just a line or two on each is fine).

(a) Name 3 behaviours that enable a minority to influence a majority. (3)

(b) Marcus wants to persuade his group of friends to go travelling in the summer but the rest of the group would like to go on a beach holiday.

Briefly suggest how Marcus might use the 3 behaviours that you have identified in your answer to (a) to persuade his friends to go travelling. (3)

(Total 6 marks)

(a) Answer. "Consistency, Commitment, Flexibility." (No need to explain – just name them).

(b) Answer. "Marcus should consistently give the same message again and again that the group should go travelling rather than on a beach holiday. He should show commitment to his idea by, for example, investing time in planning and organising his proposed trip. Lastly, he should show flexibility: for example, he could suggest the group go travelling but they will spend quite a bit of time at the beach whilst travelling."

Jenny is a psychology teacher who works with six other teachers in the department. Jenny believes strongly that homework should not be graded as it distracts students from reading verbal feedback on their work. She would like her colleagues to stop grading work. The other members of the department do not agree and have told Jenny they are willing to have a meeting about it.

Using your knowledge of minority influence, explain how Jenny might be able to persuade the rest of the department to accept her view.

(6 marks)

Lines 538-540 + 551-590 summarise and relate to context.

Answer. "Jenny should consistently give the same message again and again that the students would benefit from not being graded on their homework as it distracts them from verbal feedback.

Research by Moscovici found that a consistent minority caused more influence over a majority (8%) than did an inconsistent one (1.25%).

She should show commitment to her idea by, for example, agreeing to take on most of the work in preparing for this new system of feeding back to students and emphasising that it is intended to help the students achieve more highly. Research shows that majorities are much more likely to be persuaded by minorities if the minority view is seen to arise from commitment to a higher moral principal: e.g. equal rights and fairness.

*Lastly, she should show some flexibility: for example, she could suggest that 50% of the students' work is graded and 50% given verbal feedback only. A minority who appear too rigid and inflexible in their beliefs can cause majorities to reject their message. However, if minorities are too flexible they may be viewed as **inconsistent** and this, again, may cause the majority to ignore the minority's message.*

Read the item and then answer the question that follows.

A small group of environmentally-aware sixth form students are campaigning for their school to become 'paper-free' for the next six months. Recently, they had a meeting with a group of teachers who represent the teaching staff. The teachers told the students that the school could become 'paper-free' if the group of students could convince the rest of the student body it was a good idea.

Use your knowledge of conformity and minority influence to explain the factors that will determine how successful the small group of students will be.

(Total 7 marks)

A tricky question which relates to a number of areas of the Social Influence topic.

Answer.

"Conformity research shows that group size and unanimity would be important factors in deciding whether the other students will agree to go 'paper-free'. Asch's research showed that people are likely to conform to the majority view either because they want to be approved of by the majority (normative social influence) or because they are unsure how they should behave (informational social influence). This suggests that students will not conform to going paper-free. However, if the minority group can persuade some of the majority to support them in going paper-free the majority will no longer be unanimous, and Asch's research showed that dissenters strengthen independent behaviour meaning that some of the students may join the small group who want to go paper-free.

Minority influence research shows that consistency, commitment and flexibility are important factors in minorities influencing majorities. Therefore, the small group are likely to be more successful if they repeat the same message over and over again to fellow students (consistency), show commitment through organising a demonstration/protest, and remain flexible – maybe start by just recycling paper in certain parts of the school."

Discuss research into the role of minority influence in social change.

(Total 16 marks)

Lines 538-590.

SOCIAL INFLUENCE – QUESTIONS + ANSWERS

MINORITY INFLUENCE & SOCIAL CHANGE

- **The role of social influence processes in social change**

How has social influence research helped our understanding of social change?
(Total 4 marks)

Lines 604 + name and very briefly describe stages 1-5: lines 605-620.

Explain how social influence research helps us to understand social change.
(Total 6 marks)

Lines 604 + name and slightly summarise stages 1-5: lines 605-620.

Describe how social influence research has contributed to our understanding of social change.
(Total 6 marks)

Lines 604 + name and slightly summarise stages 1-5: lines 605-620.

What are the implications for social change of research into social influence?
(Total 6 marks)

Lines 604 + name and slightly summarise stages 1-5: lines 605-620.

Using an example, explain the role of social influence processes in social change.
(6 marks)

Lines 604 + name and slightly summarise stages 1-5: lines 605-620.

Emphasise the example of suffragettes given in the Syllabus Notes

Social influence research helps us to understand how it is possible to change people's behaviour: for example, understanding how to persuade people to eat more healthily.

With reference to this example of social change, explain how psychology might affect the economy (Total 4 marks)

Lines 630-635 – use of normative advertising campaigns to get people to conform to healthier behaviour. Use the example of the alcohol and smoking campaigns and say that these could be applied to healthy eating.

How these could affect the economy.

Answer.

Summarise the above then add... "Using advertising campaigns to encourage the public to conform to what is presented as normative healthy eating behaviour could affect the economy by reducing NHS spending on illnesses relating to unhealthy eating such as obesity and diabetes. The reduction in spending on the NHS would free up tax-payers' money to be spent elsewhere – for example, education."

For many years, smoking in public places such as trains, pubs and restaurants was quite acceptable. People could smoke wherever they wanted and non-smokers had to put up with smoky atmospheres. However, in 2007, the Government finally introduced a law banning smoking in public places and those who smoke are limited in where they can smoke.

Using your knowledge of the psychology of social change, explain how this social change has occurred.

(Total 4 marks)

Say that it began with doctors and health professionals as a minority using consistency, commitment and flexibility to encourage majority behaviour to change. They consistently stated that smoking was harmful, they showed commitment through investing their own time and energy into persuading others not to smoke, and they were flexible – they didn't call for smoking to be banned and made illegal, just for it to be restricted.

Then, once laws were passed, people had to be obedient to these laws. Summarise a few lines from 642-648.

Mike and his grandfather were having a conversation about recycling. Mike explained that he always puts empty cans and plastic bottles in one box and newspapers and cardboard in another box and that his mum takes these to be recycled once a week.

His grandfather said that when he was Mike's age, people did not recycle. Mike said that everyone in his street recycles and that they have a big box at school especially for recycling.

Using your knowledge of the psychology of social change, explain why recycling is now behaviour carried out by a majority of people in this country.

(Total 6 marks)

Lines 604-620 and relate all points to environmentalists and recycling.

Read the item and then answer the question that follows.

The following article appeared in a newspaper:

Britain's views on homosexuality – the biggest social change of the last 30 years?

In the UK, views on homosexuality have changed significantly in recent times. Thirty years ago, almost two-thirds of the British public opposed same-sex relationships because they were 'morally wrong'. These days, homosexuality is accepted and the majority of British people support recent changes to the laws on gay marriage and adoption.

With reference to the article above, explain how social influence leads to social change.

(Total 6 marks)

Lines 604-620 and relate all points to homosexuals and the gay rights movement.

Discuss the role of social influence processes in social change.

(Total 16 marks)

Lines 591-640