



Knowledge Organiser: Year 10 Psychology; Social influence

Conformity – Asch’s study

1

Aim:

To investigate group pressure in an unambiguous situation

Method

Standard line compared against 3 comparison lines

Results

Participants gave the wrong answer 1/3 of the time. 25% never gave the wrong answer.

Conclusion

People are influenced by group pressure, though many can resist.

Asch’s study evaluation

2

Child of the times:

Only reflective of conformity in 1950’s America.

An artificial task:

Task was trivial, so does not reflect everyday situations.

Cultural differences:

Results can’t be generalised to collectivist cultures.

Factors affecting conformity

3

Social factors:

Group size – larger groups = less conformity

Anonymity – anonymous answers = less conformity

Task difficulty – harder task = more conformity

Dispositional factors:

Personality – high locus of control = less likely to conform.

Expertise – more knowledgeable people = less likely to conform.

Obedience – Milgram’s study

4a

Aim:

To investigate if Germans are different in terms of obedience.

Method:

‘Teacher’ instructed by experimenter to give a shock if ‘learner’ answers incorrectly.

Results:

100% of participants went to 300v. 65% went to 450v

Conclusion:

Obedience is related to social factors, not disposition.

Milgram’s study – Evaluation

4b

Lacks realism:

Participants might not have believed the shocks were real.

Supported by other research:

Sheridan and King found research similar to Milgram.

Ethical issues:

Caused psychological harm to participants.

Social factors affecting obedience

5

Agency:

Agentic and autonomous state

Authority:

Agentic shift – moving from own free choice to following orders

Culture – the social hierarchy:

Some people have more authority than others

Proximity:

Participants were less obedient in Milgram’s study when teacher was in the same room as the learner

Dispositional factors affecting obedience

6

The authoritarian personality:

Some people have a strong respect for authority and look down on people of lower status.

Cognitive style:

Rigid stereotypes and don’t like change

Originates in childhood:

Strict parents only show love if behaviour is correct.

Scapegoating:

Hostility felt towards parents for being critical is put on to people who are social inferior.

Leave blank to allow students to glue.



Knowledge Organiser: Year 10

Psychology; Social influence

<u>Pilavin’s subway study (prosocial behaviour)</u> Aim: To investigate characteristics of a victim affect help given in an emergency. Method: Male confederate collapsed on subway (103 trials). Victim appeared drunk or disabled. Results: Disabled victim given help on 95% of trials, compared to 50% when drunk. Conclusion: Characteristics of victim affects help given.	<u>Pilavin’s subway study – evaluation</u> High realism: Participants didn’t know they were being studied, so acted naturally. Urban sample: Participants from the city, so could be used to emergencies. Qualitative data: Got deeper insights in to why passengers did what they did.
7a	7b
<u>Social and dispositional factors of prosocial behaviour</u> Social factors Presence of others: The more people present, the less likely someone will help. Cost of helping: Includes danger to self or embarrassment. Also cost of not helping (guilt). Dispositional factors Similarity to victim: Help more likely if victim is similar to self. Expertise: People with specialist skills more likely to help in emergencies.	<u>Crowd and collective behaviour - deindividuation</u> Crowds experience deindividuation, leading to reduced sense of responsibility and antisocial behaviour. Evaluation Not always antisocial: Prosocial group norm (nurses) leads to less antisocial behaviour. Real world application: Manage sporting crowds using video cameras to increase self-awareness. Crowding: Feeling packed together creates aggression.
8	9
<u>Crowd and collective behaviour –social factors</u> Deindividuation: Group norms determine crowd behaviour. Social loafing: When working in a group people put less effort as you can’t identify individual effort. Culture: Earley found Chinese individuals (collectivist culture) put in same amount of effort even if amount can’t be identified. This wasn’t true for Americans.	<u>Crowd and collective behaviour –dispositional factors</u> Personality: High locus of control enables individuals to be less influenced by crowd behaviour. Morality: Strong sense of right and wrong helps resist pressure from group norms.
10	11

Leave blank to allow students to glue.



How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point – 10 MARKER			/10
9 marker exam question			/9
MID UNIT			/20
Learning Check point – 10 MARKER			/10
9 marker exam question			/9
END OF UNIT			/40