

NAME:

Section A
Social Influence

MARK:

/ 50

%

Grade:

Answer all questions in this section.

1 (a) Identify the type of personality associated with high levels of obedience.

- A authoritarian
- B disciplinarian
- C totalitarian
- D utilitarian

Your answer

A

[1]

(b) Identify the dispositional factor that can affect crowd behaviour.

- A lack of control
- B lateralisation of control
- C localisation of control
- D locus of control

Your answer

D

Need more help?

Check out pages of your textbook

Need 2 more help?

Check out pages 54 of your textbook & the notes in your book

3

Evaluate the effect of dispositional factors on behaviour.

Examples of a 1 mark answer: • It ignores situational factors (1). • Personality factors can be difficult to measure (1). • It is hard to generalise (1).

Examples of a 2 mark answer: • People's disposition is relatively fixed (1) but evidence shows behaviours can change with the situation (1). • Personality is a more subjective concept than situation (1) making it more difficult to make generalisations (1). Other appropriate responses should be credited

3 Explain how conformity and obedience are different.

Need more help?

Check out the notes or visit <https://owlcat.ion.com/social-sciences/Conformity-Obedience-and-Influence-in-Social-Psychology>

Conformity is doing as others do; doing something to fit in (1);
Conformity happens in groups (1) OR
Conformity tends to be a less conscious process (1)

Obedience is doing as told, doing something to avoid punishment (1).
Obedience can occur between just two people (1) OR
Obedience tends to be a more conscious process (1)

4 State what is meant by the term 'defiance'.

1 mark for any brief but accurate definition e.g. not obeying, refusing to follow rules, not taking orders, etc.

Need more help?

Check out page 50 of your textbook

Marker's Comments – Qu. 2

1 mark for an understanding of what dispositional factors are. 1 mark for an evaluation of the effect of those factors on behaviour.

Do not credit descriptive statements alone but do back-credit where they are used to illustrate a criticism, e.g. 'the theory suggests there will be a range of behaviours in any one situation, depending on the individuals involved (1) but a lot of social psychological research shows clear patterns in terms of crowd behaviour, obedience and conformity (1)'. Do credit criticisms that focus on specific dispositional factors, e.g. 'high self-esteem may lead to higher levels of conformity, (1) if a person is secure in themselves, they may not experience failure or embarrassment as a result of

Marker's Comments – Qu. 3

1 mark for understanding of the concept of conformity, and 1 mark for an analysis or logical point of distinction

1 mark for understanding of the concept of obedience, and 1 mark for an analysis or logical point of distinction....

The distinction between the concepts can be stated explicitly or implicitly.

[4]

Marker's comments – Qu. 4

Do not accept merely 'disagreeing with authority'

Morrell et al.'s study into Obedience

In 2011, Morrell et al. wanted to investigate why young people got involved in the August riots of 2011. They prepared a report about *what* occurred in the affected areas (i.e. Tottenham), *who* was involved in the riots, and *why and how* young people got involved – in particular, anti-social collective behaviour and dispositional factors that influenced involvement or non-involvement.

Using the source and your knowledge of this study:

(a) What was the aim of the study?

Need more help?

Check out your notes on the SECOND CORE STUDY that are in your book.

To investigate why young people got involved in the August riots in 2011 (1)

They aimed to find out what influence young people to get involved in the August riots of 2011 (1).

Marker's Comments – Qu. 5(a)

Response must be in present or future tense e.g. "aimed to investigate".

The response can be quoted from the source. [1]

(b) Describe the sample for this study.

30 people in each of five affected areas and two unaffected areas (1).

Comprised a roughly even split of over and under 18s and diversity with respect to gender, ethnicity and work status (1).

Marker's Comments – Qu. 5(a)

Response must be in present or future tense e.g. "aimed to investigate"..... [2]

The response can be quoted from the source.

(c) Describe the TWO methods used to collect data in this study.

- Participants were interviewed on a one to one and face-to-face basis (1).
- Larger discussion/ focus groups were conducted with young people, community stakeholders and residents (1).

Marker's Comments –Qu. 5(c)

Accept interviews with each participant AND larger focus groups or discussions. Must have both for 2 marks [2]

(d) What TWO decision-making processes were found to influence involvement in the riots?

- Their beliefs about right and wrong (1).
- (Their assessment of the risks of involvement weighed against the benefits (1).

Marker's Comments –Qu. 5(d)

Do not accept the reasons identified by young people, they must be the conclusions drawn by the researchers. [2]

A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in her local park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions.

Need more help?

Check out pages 156-157 of your textbook

(c) Explain how the researcher could improve the sample in their study.

Examples of a 1 mark answer:

- Conduct the study in a variety of cities (1).
- Carry out the study in different countries (1).
- Approach different types of people to take part (1).

Examples of a 2 mark answer:

- The researcher could carry out the study in more than one country or city, instead of her local park (1), this would increase the population validity of the study (1).
- The follow-up could be carried out in different areas of town instead of just her local park (1); this would ensure that results could be applied to a wider variety

Marker's Comments – Question 6 (a)

1 mark for identifying a way in which the researcher could make the sample more generalisable.

1 mark for explaining how it could increase the generalisability of the sample. Application must be relevant to the scenario.

(d) Describe how the researcher could make their study more ethical.

Examples of a 1 mark answer:

- Debrief participants (1).
- Give them the right to withdraw (1).
- Gain retrospective informed consent (1)

Examples of a 2 mark answer:

- Tell participants after they have taken part in the study that they have participated in obedience research (1) and then give them the opportunity to withdraw their results (1).
- Debrief participants after the study (1) this would make them aware they had been involved in a study and ensure they are restored to their original psychological state (1).
- Get permission from participants to use their results after the study (1), this would ensure that informed consent has been gained (1)

Marker's Comments – Question 4

1 mark for identifying a way in which the researcher could make the study more ethical. 1 mark for explaining how it could make the study more ethical.

Application must be relevant to the scenario.

Need more help?

Check out pages 158-159 of your textbook

12 Outline **three** situational factors which can be used to keep order in institutions.

Need more help?

Check out pages 51-53 of your textbook

- 1 *1 mark for each distinct factor (see box to the right) and 1 mark for an explanation of how that factor can lead to an increase in obedience/keeping order*
- 2 *For example, 'in prisons disobedient prisoners are put in solitary confinement (1) to prevent there being a consensus to be defiant (1)'*
- For example, 'an army officer is high up in a hierarchy of command (1) which gives her or him a recognisable authority to maintain control amongst the soldiers (1)'*
- 3 *For example, a head teacher is a recognised authority figure (1) which gives her or him the power to punish in order to prevent students from disobeying (1) eg a teacher's power to punish (1) keeps control as students fear the consequences of disobedience (1)'*

Marker's Comments – Question 12

1 mark ONLY for each distinct factor identified e.g. authority increases obedience, less familiar settings have higher levels of obedience, the use of uniforms increases obedience, if there is a consensus to obey then there is a pressure to obey, people are more likely to obey if rewarded for following rules.

Each identified factor must be explicitly or implicitly linked to obedience/keeping order for credit.

For full marks, answers must be contextualised with reference to keeping order in institutions, whether specific or general, for instance naming the institution, eg prisons, schools, etc, or more implicitly, eg reference to hierarchical structures.

It is acceptable for all 3 situational factors to be related to the same institution or to different institutions

13 Describe **two** criticisms of the theory of situational factors as an explanation of obedience.

Need more help?

Check out pages 54 of your textbook

- 1 *1 mark for each brief or basic criticism e.g. 'it ignores dispositional factors/individual differences', 'it relies on unethical research', 'situational factors are often tested under artificial conditions'*
- 2 *2 marks for each developed criticism e.g. 'it ignores individual differences (1) in the sense that mood may affect whether we obey in a certain situation or not (1)', 'it ignores dispositional factors (1) as some people may obey regardless of the situation (1), 'situational factors are often tested by deceiving people by giving them fake orders (1) and this is unethical (1)', 'situational factors may not apply to real life (1) as a lot of the research that supports it lacks ecological validity (1)'*

Marker's Comments – Question 13

Be careful not to double credit or fully credit points that overlap e.g. 'the theory ignores dispositional factors (1) because some individuals may obey more than others regardless of the situation (1)' and 'individual differences may be more important than situation (1) because people think about the same situation differently (1)' would score 3 as the general point is the same even if one response is more specific.

Do not accept 'it lacks ecological validity' or 'it is unethical'. Candidates need to be clear that it is the research on which the theory is based, or similar, not the theory itself which is lacking in ecological validity/ethics.

Similarly, do not credit an answer which purely offers a criticism of an individual research study (eg Milgram) and which does not relate this back to a criticism of the theory

Minority Influence

Matej and Joanne are concerned about the growing sexism amongst some males at their school. They have heard peers using derogatory words when talking about females. As a result, their teacher suggests that they give a talk to the year group at the next assembly and launch an awareness campaign.

Explain how Matej and Joanne could change attitudes towards sexism at their school.

Need more help?

Check out our notes on the applications of research into social influence

- Examples of a 4 mark answer:**
- Matej and Joanna need to use clear and consistent messages (1) as part of their campaign they should help the majority of students to understand the issue concerned (1) or that it has life changing impacts on those they abuse (1) and that those students who hold views that women are 'inferior' to men might be part of the problem but also can be a key part of the solution (1).
 - Because they are the minority, Matej and Joanna must be flexible and avoid 'finger wagging' (1) so that people do not feel lectured about their negative attitudes and inappropriate language used towards females (1). If the minority can make the effort to understand the thought processes that lead the majority of their year group to make sexist remarks (1) then they can use this insight to make convincing arguments to challenge these negative attitudes and beliefs (1). Other appropriate responses to be credited.

Marker's Comments – Question 4

Up to 2 marks for knowledge and understanding of the concept of minority influence and how it works, e.g. • Behavioural style – consistent, clear messages with the audience of peers in mind

- Style of thinking – understand the majority audience (peers), or sub-groups at school that they want to influence
- Commitment – strongly supporting the minority view
- Flexibility – not being too radical in one's views • Use of identification – peer-to-peer delivery of messages.

Up to 2 marks for applying this knowledge and understanding to changing attitudes to sexism at their school.

For full marks, the response needs to be accurate, detailed and coherent. For 3+ marks the answer must be contextualised and reference must be made to the source.

Part of the Crowd
 Felix was at a music festival watching his favourite band. He was surrounded by lots of other fans which made him feel as if he was part of a crowd. This may explain why he behaved 'out of character' by chanting abuse at the security staff. However, when one of the staff suddenly fell over, he was quick to rush to help along with others.

Need more help?
 Check out your notes on these key terms on your books.

Using the source:

(a) Identify the phrase that refers to deindividuation.

1 mark for '(made him feel as though he was) part of the crowd'.

(b) Give the example of pro-social behaviour.

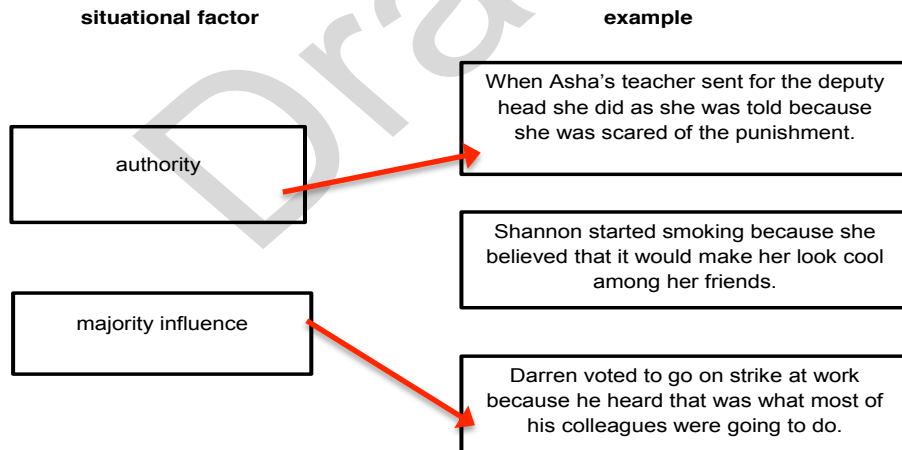
1 mark for 'he was quick to rush to help (along with others)'.

Marker's Comments – Question 10
 Wording in brackets not required for 1 mark

Psychologists have identified a number of situational factors associated with social influence.

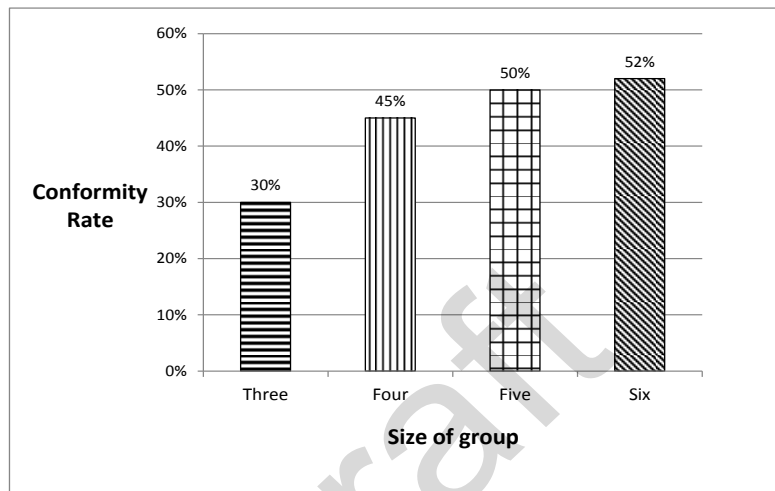
Draw a line to match each situational factor with its correct example.

[2]



12 The following chart shows the percentage of participants who conformed in a task depending on the number of people they were grouped with.

A bar chart showing conformity rates depending on group size.



Calculate the percentage difference in conformity rates between a group of three and a group of six people. Show your working.

Need more help?
 Remember that showing your working means that the marker needs to know HOW you got to your answer.
 When you are asked to calculate the **percentage difference** you are being asked to find out the % at which conformity increases when moving from a group of 3 to a group of 6 people.
 You must always focus on the **FIRST** number here as this is where the % comes from.
 So...you take the **SECOND** number (52) away from the **FIRST** number (30) to find the numerical difference.
 $52 - 30 = 22$
 Then you find the percentage difference (how much did 30 increase by to get to 52)
 $22 / 30 = 0.73$ (one decimal place)
 And convert this to a percentage
 $0.73 \times 100 = 73\%$

1 mark for answer: 73% (rounded to 0 decimal places)

1 mark for workings: $((52-30)/30) \times 100$

Marker's Comments – Question 12
 Working must be present.

Percentage difference = [2]

13. Describe and evaluate Bickman's field experiment into the social power of a uniform.

Your response should include:

- The aim (1 mark), procedure (method) (2 marks), findings (results) & conclusion of the study (2 marks)
- Criticisms of the study (i.e. how is the study limited & how could this affect the findings?) (5 marks)

PART A:

1 mark for the aim of the study

E.g. Bickman aimed to investigate whether levels of obedience are influenced by uniform.

2 marks for a detailed description of the procedure

Setting/location (streets of New York), IV (guard/milkman/civilian uniform), DV (following orders to pick up litter/give coin to stranger/move to other side of post), opportunity sample of pedestrians.

E.g. 'Bickman carried out his experiment on the streets of New York where passers-by (an opportunity sample) (1), were given an order by the same person but wearing either a guard uniform, milkman uniform or civilian clothing (1).

2 marks for outlining the findings & conclusion

Findings- guard's uniform showed highest level of obedience: 89%, then milkman's uniform: 57%, then civilian's clothing: 33% (1)

Conclusion - uniform suggests authority/power to punish so participants' levels of obedience increased as the authority of the uniform increased. (1)

PART B: 5 marks for developed and detailed responses that cover 3 limitations

e.g. 'It is difficult to control extraneous variables such as noise and crowding, so the findings may not be valid',

'It may be that uniform did not affect whether people did the tasks or not and in fact it had more to do with other factors that could not be easily controlled',

'Passers-by were unaware they were being experimented on so could not give consent'

'The study was only conducted in the streets of New York so it is culturally biased, hence the findings cannot be generalized to people in other locations'.

'The study only used male confederates, so it was gender biased and findings cannot be generalized to females'.

'The experiment may have caused distress because the participants had the dilemma of deciding to obey a strange command or not'.

Marker's Comments – Question 13

PART A:

- Do not credit the method (field experiment) as this is given in the question.
- Maximum 1 mark for features of sample e.g. opportunity sample, randomly occurring, pedestrians
- Maximum 1 mark for DV i.e. picking up litter, giving coin to stranger, moving to other side of post
- To award the mark for IV the candidate must be clear that a confederate (or similar) tested all three uniforms (including naming them).
- Do accept police/army uniform instead of guard and postman (or similar job) for milkman. Do accept other descriptions of civilian clothing e.g. normal clothes.
- Do not judge candidates on the accuracy of percentages when they are quoting findings – credit should be given for getting the pattern of results correct.
- A response referring to just one of the tasks (eg picking up litter) and therefore one set of results can still be awarded full marks.

PART B:

- Limitation must be in context of the study to award both marks.
- Do not credit descriptive statements e.g. 'it was not done in a lab'.
- Do not credit the idea alone of the study being unethical – candidates must explain how or why it is before earning marks. On this basis, two distinct ethical issues could be credited under one limitation.
- Do not credit descriptive statements alone eg 'the participants didn't know they were being observed' but do back credit as part of an elaborated response eg '...so they were being deceived.'

To award full marks, response must be coherent, accurate and detailed.

Need more help?

Check out pages 55-57 of your textbook.

Remember that this is an essay response so it must do the following:

1. Include all the relevant and accurate information to justify 10 marks.
2. Your written expression must be clear, detailed and accurate.
3. You must use paragraphs and full sentences.