****

**Knowledge Rich Curriculum Plan**

A Level Psychology – Unit 1 Social Influence



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| --- | --- | --- | --- | --- |
| **LO1: Types of conformity, including internalisation, identification and compliance (1 lesson)** | * Conformity is a change in behaviour, attitudes or belief due to group pressure which can be either real or imagined.
* Compliance - maintaining own personal views whilst changing public views. This is a temporary change dependent on group presence.
* Internalisation – change of both public and private views and behaviour. This is a permanent change which is not dependent on group presence.
* Identification - accepting the views and behaviours of a group because membership to the group is important. A temporary change not dependent on group presence.
 | **Tier 2:**Maintain Dependent **Tier 3:**ConformityCompliance Internalisation Identification  | Concept of peer pressure and sometimes we do or say things that we don’t want to because of the influence of other people.What is meant by the term social - any situation involving other people. | End of Topic Test – Topic 1 Conformity SAQ’s.  |
| **LO2 - Reasons why people conform, including informational social influence and normative social influence. (1 lesson)** | There are 2 explanations of conformity.* Normative Social Influence: People change their behaviour to be accepted by the group. i.e. the desire to be liked.
* This process leads to compliance.
* Informational Social Influence: People change their behaviour to be right. i.e. the desire to be correct.
* This leads to internalisation.
* These 2 processes together are known as the Dual Dependency Model
 | **Tier 2:**Desire**Tier 3:**Normative Social InfluenceInformational Social Influence Dual Dependency Model | Compliance - maintaining own personal views whilst changing public views. This is temporary change dependent on group presence.Internalisation – change of both public and private views and behaviour. This is a permanent change which is not dependent on group presence.***(assessed during retrieval starter)*** | End of Topic Test – Topic 1 ConformitySAQ’s |
| **LO3a – Describe Research investigating conformity (Asch) (1 Lesson)** | Asch conducted a study investigating conformity:* 123 male US undergraduates.
* Told they were taking part in a visual perception test.
* Each group consisted of one true participant and five confederates.
* The task was to state which line (A, B, or C) matched line X.
* The answer was always obvious but the confederates were told to deliberately give the same wrong answer.
* The real participant was always second to last to answer. Confederates were instructed to give the same wrong answer
* Rate of conformity was measured by the number of wrong answers given by the participant.

He found that Average conformity rate was 33% and 75% of participants conformed at least once. | **Tier 2:**Conducted **Tier 3:**Confederate | A confederate is an actor paid by the researcher for the purposes of the experiment | End of Topic Test – Topic 1 ConformitySAQ’s |
| **LO3b** **Evaluate Research investigating conformity (Asch) (1 Lesson)** | Asch’s study had had the following strengths/weaknesses:* Asch deceived the student volunteers claiming they were taking part in a 'vision' test/confederates and placed them at risk of psychological harm.
* All participants were American male University students who all belonged to the same age group (biased sample)
* The experiment was highly controlled and prone to demand characteristics. The task was artificial (low mundane realism)
* The high levels of conformity may reflect America in the 1950’s – historically biased/lack temporal validity.
* Perrin & Spencer replicated the Asch experiment in 1918 using engineering, mathematics and chemistry students as participants. They found that on only one out of 396 trials did a participant conform
 | **Tier 2:**Deceived **Tier 3:**SampleDemand Characteristics Temporal validity Mundane Realism  | The cultural context of America in the 1950s – highly conforming, people were afraid to be different/stand out from the crowd. Knowledge of the BPS Ethical Guideline***(assessed during retrieval starter)*** | SSS Assessment Point  |
| **LO4 - Variables affecting conformity including group size, unanimity & task difficulty (1 Lesson)** | There are 3 variables that affect conformity – group size, unanimity and task difficulty. 1. The larger the group the more chance of conformity (greater pressure to be liked due to NSI so more compliance)
2. The more difficult the task the more chance of conformity (greater pressure to be right due to ISI so more internalisation)
3. If members of the group dissent from the group consensus, less chance of conformity (less pressure to be liked/fit in by the group due to NSI so less compliance).
 | **Tier 2:**UnanimityConsensus Dissenter **Tier 3:**Variable  | Normative Social Influence: People change their behaviour to be accepted by the group. i.e. the desire to be liked. This process leads to compliance.Informational Social Influence: People change their behaviour to be right. i.e. the desire to be correct. This leads to internalisation.Consensus - a general agreement of a group Dissent - to differ in opinionUnanimity - agreement by all people involved; consensus | End of Topic Test – Topic 1 ConformitySAQ’s |
| **LO5a - Research investigating conformity to social roles (Zimbardo) (1 lessons)** | Zimbardo conducted a famous study investigating conformity to social roles (identification) * 21 male student volunteers were psychologically & physically screened.
* They were paid $15 a day for two weeks.
* A mock prison was set up in the basement of Stanford University. Participants were randomly assigned the role of prisoner or guard. Participants were arrested at their homes.
* Prisoners assigned a prisoner number and wore smocks and nylon caps. Guards were given uniforms and reflective sunglasses.
* No physical violence was permitted.
1. Behaviour of the guards and prisoners quickly conformed to their new roles. Guards became increasingly abusive.
2. Prisoners became submissive and had extreme reactions (5 had to be released)
3. The study was terminated after 6 days
 | **Tier 2:**Screening Submissive Abusive **Tier 3:**Identification  | Identification - accepting the views and behaviours of a group because membership to the group is important. A temporary change nit dependent on group presence. | SSS Assessment Point  |
| **LO5b - Research investigating conformity to social roles (Zimbardo) (1 lessons)** | Zimbardo’s study had the following strengths/weaknesses:* Risk of psychological harm from prisoners who were humiliated and distressed and the guards who felt guilt and shame in their behaviour.
* No consent to be arrested at home, questions around right to withdraw.
* Harmful treatment of participants in the experiments like this led to the introduction of the BPS Ethical guidelines which and ethics committees (greater safeguards)
* The behaviour could be due to demand characteristics as the experiment was role play (lowers validity) but conversations about prison life suggesting it was real.
* Zimbardo took on the role of prison superintendent and researcher – this meant he could not oversee the research objectively (conflict of interests).
* All participants were American male University students who all belonged to the same age group
 | **Tier 2:**ConsentSafeguardsSuperintendent **Tier 3:**Objective | Knowledge of the BPS Ethical GuidelinesDemand Characteristics - specific cues in experimental research that may inadvertently influence a participant's response or behaviour in an experiment | SSS Assessment Point  |
| **LO6- Define the term obedience (less than a lesson)** | Obedience is a form of social influence in which an individual (a subordinate) follows a direct order from an authority figure | Tier 2:StatusTier 3:Subordinate Authority Figure | An authority figure is a person who has power or status over another person (a subordinate) A subordinate is a person lower in rank or position (status) than an authority figure. | End of Topic Test – Topic 2 ObedienceSAQ’s |
| **LO7a - Milgram’s research investigating obedience (1 lesson)** | Milgram conducted a famous study investigating obedience.* Advert in a local newspaper for male volunteers between the ages of 20 & 50 years to take part in a study about punishment & learning at Yale University.
* introduced to another participant Mr Wallace (a confederate) Randomly assigned the roles teacher and learner (was rigged)
* Mr Wallace was attached to an electric shock generator and the teacher was told that Mr Wallace had a mild heart condition.
* Word pair task and an electric shock was given every time Mr Wallace made a mistake. The shocks started at 15v & increased by 15v each time.
* At 180v the learner shouted that he could not stand the pain
* At 315v there was silence
* Verbal prods such as ‘The experiment requires you to continue’.
* Obedience was measured by how far the participant went on the electric shock generator.

100% of participants went up to 300v. 65% delivered 450v | **Tier 2:**Rigged**Tier 3:**Randomly assign | Example of ‘word pair task’. Why Milgram wanted to investigate obedience after the events of WW2 and the Holocaust in Nazi Germany.  | End of Topic Test – Topic 2 ObedienceSAQ’s |
| **LO7b - Milgram’s research investigating obedience (1 lesson)** | Milgram’s study had the following strengths/weaknesses:* Milgram’s findings have been replicated in a variety of cultures and most have found similar results – but most of these replications have been in western cultures (exception of Jordan)
* Participants American males aged between 30-50 and his sample, was self-selected because they responded to a newspaper advertisement (typical volunteer personality)
* Extremely stressful situations that may have the potential to cause psychological harm long term. High level of deception. Verbal prods contradict the right to withdraw.
* Critics argue the study lacks ‘experimental realism,'’ i.e.,' participants did not believe in the experiments – but high levels of deception (fake electric shock) and visible signs of distress.
* In interviews afterwards 84% of the participants said that they were “glad to be in the experiment,” and that they felt they had learned something about themselves.
 | **Tier 2:**Rigged**Tier 3:**Randomly assign | The difference between Western and Non Western cultures.Volunteer Personality -Knowledge of the BPS Ethical Guidelines | SSS Assessment Point |
| **LO8- Situational variables affecting obedience including proximity, location and uniform (1 Lesson).** | * Uniform – the presence of uniform is a symbol of legitimate authority so increases chance of obedience.

*The role of the experimenter was then taken over by an ‘ordinary member of the public’ ( a confederate) in everyday clothes rather than a lab coat, obedience level dropped to 20%.** Location – the prestige and status of the location affects obedience rates.
* *The experiment was moved to a set of run down offices rather than Yale University. Obedience dropped to 47.5%.*
* Proximity – the closer the authority figure is to the subordinate, the more likely they will obey.
* *Experimenter leaves the room and provides subsequent instructions over the phone. Obedience levels dropped to 21%.*
 | **Tier 2:**ProximityLegitimate Prestigious**Tier 3:** | The rate of obedience in the original experiment was 65%.  | End of Topic Test – Topic 2 ObedienceSAQ’s |
| **LO9 - Psychological explanations for obedience: The agentic state ( 2 Lessons)** | * Milgram suggested we operate on 2 mental states: Autonomous and Agentic Autonomous:
* Perceive ourselves to be responsible for our own behaviour/actions.
* When an authority figure issues an order that goes against our conscience, we experience moral strain.
* We then shift onto the Agentic State (Agentic Shift) Agentic:
* Perceive ourselves to be acting as the agent of someone else’s will; and thus not responsible for our behaviour and absolved of any guilt or blame.
* The Agentic Shift allows us to carry out the order from the authority figure without feeling guilty (reduces moral strain) and explain obedience.

**This theory has the following strengths/weaknesses:*** Milgram reported that in his original study participants showed physical signs of distress but still obeyed – supports the idea of moral strain/agentic shift
* Several variations which led to the agentic shift support AT. (teacher force the learner's hand down onto a shock plate when they refused to answer after 150V Obedience fell to 30%.) Used for training in institutions such as prisons and military camps to prevent events like Abu Ghraib.
* Remove personal responsibilities from those who commit atrocities under pressure and offers an excuse (removes free will
 | **Tier 2:**Autonomous Absolved Morals **Tier 3:**Moral Strain | The difference between a theory and a study. Overview of the events at Abu Graib; | End of Topic Test – Topic 2 Obedience |
| **LO10 - Describe and evaluate psychological explanations for obedience legitimate authority ( 2 Lessons)** | * From a young age people are socialised to obey authority figures.
* We accept the power/status of authority figures as we assume they know best and are qualified to make such commands.
* The subordinate must perceive that the authority figure is legitimate.
* External symbols (such as uniforms/badges) are often used to judge if an authority figure is legitimate.

**This theory has the following strengths/weaknesses:*** Milgram's experiment was moved to a set of run-down offices rather than Yale University. Obedience dropped to 47.5%.
* The role of the experimenter was then taken over by an ‘ordinary member of the public’ ( a confederate) in everyday clothes rather than a lab coat, obedience level dropped to 20%.
* In Bickman's study 3 male confederates dressed as civilian, milkman, or security guard gave orders to passers-by – most likely to follow orders from security guar
* Bickmanis study is a field experiment which has high EV and low DCs but unethical as participants do not give informed consent or have the right to withdraw– also an opportunity sample.
 | **Tier 2:**SocialisationLegitimate**Tier 3:**Moral Strain | Uniform – the presence of uniform is a symbol of legitimate authority so increases chance of obedience.*The role of the experimenter was then taken over by an ‘ordinary member of the public’ ( a confederate) in everyday clothes rather than a lab coat, obedience level dropped to 20%.*Location – the prestige and status of the location affects obedience rates.*The experiment was moved to a set of run down offices rather than Yale University. Obedience dropped to 47.5%.* | End of Topic Test – Topic 2 ObedienceSAQ’s |
| **LO11 - Dispositional explanations for obedience (The Authoritarian Personality)** | * Individuals who are highly submissive to authority, are hostile to those of lower status (view them as inferior).
* Strict adherence to rules, are rigid thinkers and are likely to hold traditional values.
* Developed during childhood when raised with by harsh /strict parents who may use physical punishment and place conditions of worth on love and acceptance.
* The F Scale - Measures authoritarian personality. 30 statements on a Likert Scale
* People who agree with a high number of the statements are likely to have an authoritarian personality.

This theory has the following strengths/weaknesses:* Altemeyer (1988) found participants who were more willing to give themselves electric shocks had an authoritarian personality
* Zimmer found that Nazi soldiers were more likely than American soldiers to have an
* Authoritarian Personality.
* The F scale suffers from response bias or social desirability, where participants provide answers they believe are socially acceptable.
* The F Scale may also suffer from acquiescence bias and therefore the respondents may not have been truthful.
* There is evidence to suggest that less-educated people are more likely to display authoritarian personality characteristics, than well-educated people.
* Many other situational factors that contribute to obedience proximity, uniform and location. also alternative explanations such as Agency Theory and Legitimate Authority
 | **Tier 2:**SubmissiveInferiorAdherence **Tier 3:**Social desirability basAcquiescence bias  |  | End of Topic Test – Topic 2 ObedienceSAQ’sSSS Assessment Point  |
| **LO12 - Explanations of resistance to social influence - Social Support (1 lesson)** | * Social support is the perception that an individual has assistance available from other people, and that they are part of a supportive network.
* A person may resist pressures to conform or obey if they have support from a dissenter (someone who disagrees with the majority or refuses to obey).
* This frees the individual from the pressure to conform or obey, allowing them to act independently.

**This theory has the following strengths/weaknesses:*** Asch introduced an ally for the real participant (this was confederate who gave the right answer to the line task) and conformity levels dropped from 33% to just 5.5%.
* Milgram produced a variation where the participant was one of a team of three testing the learner. The other two were confederates who, one after the other, refused to continue shocking the learner and withdrew. In this condition only 10% of genuine participants continued to obey. Rank and Jacobson (1977) replicated Hofling’s study making sure, the nurse had the opportunity to consult with other nurses before she made the decision to administer the drug and only 2 out of 18 nurses obeyed
 | **Tier 2:**PerceptionDissenter**Tier 3:**Independent behaviour | Independent Behaviour -Review of Hoffling’s study on Obedient Nurses – 21/22 nurses obeyed.  | End of Topic Test – Topic 3 Independent BehaviourSAQ’s |
| **LO13 - Explanations of resistance to social influence - Locus of Control (1 lesson)** | * The concept of Locus of Control was proposed by Rotter
* Locus of Control is a concept of how much a person believes they control what happens in their lives.
* Locus of Control can be measured on a scale from high internal to high external
* ‘Internals’ believe they have a great deal of control over their lives, and attribute their successes and failures to themselves personally.
* Externals’ feel that many things which happen are outside of their control, and attribute successes and failures to luck, fate, or other outside circumstances
* Internals are more likely to resist influence and demonstrate independent behaviour, as they are less likely to follow the crowd or blindly follow an order they think is wrong.

**This theory has the following strengths/weaknesses:*** Shute exposed student participants to peers expressing negative or positive views drugs and measured locus of control. Internals were more able to resist the pressures to conform to their peers with pro-attitudes to drugs
* BLASS (1991) found that those with an internal locus of control were more resistant to the pressures to obey. This was especially so if they felt that they were being manipulated by the experimenter.
* Holland used a number of variations of Milgram’s procedure to test how obedient participants were and gave participants a locus of control test. He found no relationship between scores on Rotter’s locus of control scale and levels of obedience
 | **Tier 2:**AttributeFateDestiny**Tier 3:**Locus of Control  | The original Milgram experiments.100% of participants went up to 300v. 65% delivered 450v | End of Topic Test – Topic 3 Independent BehaviourSAQ’s |
| **LO14 - Explanations of minority influence, with reference to consistency, commitment & flexibility (1 Lesson)** | * Minority influence is a form of social influence that occurs when a majority are consistently exposed to a minority position. Eventually, this will lead to the majority privately accepting the views expressed by the minority (internalisation)
* In order to bring about majority conversion, minorities must be:
1. Consistent: Diachronic Consistency – consistency over time and synchronic Consistency – consistency between minority group members
2. Committed: Commitment suggests certainty and confidence in viewpoint. Also a willingness to make sacrifices for their position.
3. Flexible: Flexibility and negotiation is more effective than a rigid argument, which can be perceived as dogmatic.
 | **Tier 2:**Conversion Minority **Tier 3:**Minority influence  | Historical examples of minority influence - suffragettes/civil rights movement, civil partnership legalised in the UK in 2004. How does this link to social change?What is ‘social influence’? | End of Topic Test – Topic 3 Independent BehaviourSAQ’s |
| **LO15 - Research investigating minority influence (Moscovici) (1 Lesson)** | Moscovici investigated minority influence.* Four participants in a group with a minority of two confederates.
* Shown a series of blue slides that varied in colour intensity. Asked to state the colour of each slide.
* Consistent Condition – the 2 confederates repeatedly called the blue slides “green” Inconsistent Condition - the 2 confederates sometimes called the slides blue and sometimes called the slides green.
* Moscovici recorded how many times the real participants gave into minority influence and called the blue slides green.
* In the consistent condition, participants called the blue slides “green” 8% of the time. In the inconsistent condition the minority exerted very little influence.

**This study has the following strengths/weaknesses:*** Participants in these experiments are not 'real groups‘, they are strangers put together for the purposes of the experiment and asked to complete a trivial task.
* The participants were female students (i.e. unrepresentative sample), so it would be wrong to generalize his result to all people – so lacks population validity (especially when females are said to be more conforming than males
* Moscovici deceived his participants told that they were taking part in a colour perception test (so no fully informed consent) but avoids demand characteristics so increases internal validity.
* Highly controlled so high internal validity but lacks ecological validity and there will always be some element of demand characteristics.
* Four people are not enough for a group and could not be considered as the majority – if there were more, would they have been able to change their minds?
 | **Tier 2:**Trivial **Tier 3:**Minority influence | Minority influence is a form of social influence that occurs when a majority are consistently exposed to a minority position. Eventually, this will lead to the majority privately accepting the views expressed by the minority (internalisation) | End of Topic Test – Topic 3 Independent BehaviourSAQ’s |
| **LO16 - The role of social influence processes in social change. (1 Lesson)** | * Social Change occurs when a society or section of society adopts a new belief or way of behaving which then becomes widely accepted as the norm - this is a very gradual process that takes place over a long period of time.
* Minorities are influential by being consistent, committed and flexible.
* Majority group members are converted due to a desire to be right (informational social influence).
* Conversion of the majority to the minority viewpoint begins to grow in significance and size (the snowball effect).
* Eventually policies and practices are changed by those in authority and people follow this (obedience).
* This leads to social change
 | **Tier 2:**Gradual Momentum Conversion **Tier 3:**Social Change Minority Influence Informational Social Influence Snowball EffectObedience | Historical examples of social change - suffragettes/civil rights movement, civil partnership legalised in the UK in 2004. How does this link to social change? |  |