GCSE Psychology

Social Influence

Knowledge Organiser

Name:
Teacher:

SOCIAL INFLUENCE

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KEY DEBATES
- NATURE (biological) vs. NURTURE (learned/society)
- REDUCTIONISM (dispositional & situational factors)
- DETERMINISM (situational factors - external -> obedience)

KEY CONCEPTS

CONFORMITY
Giving in to the pressure of the group.

OBEDIENCE
Following orders from someone we perceive as having more authority than us

MAJORITY INFLUENCE
when the majority of a group tries to influence others in the group to conform to their beliefs..
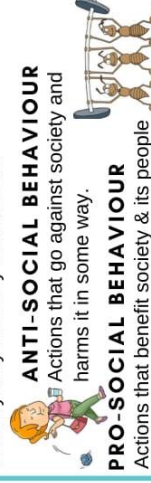
COLLECTIVE & CROWD BEHAVIOUR
the way in which people act when they are part of a group. The behaviour of crowds can often be spontaneous and unplanned, causing people to act in a way they normally wouldn't do.

ANTI-SOCIAL BEHAVIOUR
Actions that go against society and harms it in some way.

PRO-SOCIAL BEHAVIOUR
Actions that benefit society & its people

APPLICATIONS OF RESEARCH

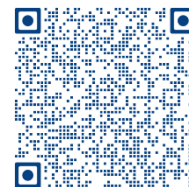**CHANGING ATTITUDES TO MENTAL HEALTH STIGMA & DISCRIMINATION**

1. MINORITY INFLUENCE is where a small group of people can change the opinion and belief of larger groups. Techniques to use:
- *Behavioural style* – consistent, clear messages with the audience of peers in mind
- *Style of thinking* – understand the majority audience (peers), or sub -groups that they want to influence
- *Commitment* – strongly supporting the minority view
- *Flexibility* – not being too radical in one's views
- *Use of identification* – peer 2 peer delivery of messages

2. MAJORITY INFLUENCE could help to change the view of the minority discriminatory view by trying to get them to conform to the group norm and internalise the beliefs.
- *Language* - stop using stigmatised vocabulary – if the majority stop using it then the minority often follow as we often want to be in the in-group
- *Treat mental health as a physical problem* - e.g. someone is off with a broken arm - groups make effort to ensure that they are included when they are back. The same should be done for mental illness.

EFFECTS OF SITUATIONAL FACTORS ON BEHAVIOUR

GROUP NORM ON CONFORMITY
Majority influence= when a person is exposed to the beliefs/ behaviours of a larger group of people & they change their attitudes/ actions to go along the group.
Compliance = conform to the group behaviour to gain their approval, but will privately disagree.
Internalisation = majority opinion has led you to change your opinion.

DEINDIVIDUATION & COLLECTIVE BEHAVIOUR
Individuals become part of a **faceless group in crowds** and take on collective behaviour of the crowd & do not think about consequences.

CULTURE ON PRO-SOCIAL & ANTI-SOCIAL BEHAVIOUR
Individualist culture = focused more on personal goals -> more anti-social
Collectivist culture = focused on the needs of the community -> more pro-social.

AUTHORITY FIGURES
Milgram and The Electric Shock study – with the presence of an authority figure people will commit unreasonable acts.

AGENCY THEORY
Autonomous state = we feel responsible for our own actions.
Agentic state = do not feel responsible as acting under orders from authority figure.

LIMITATIONS
- Ignores individual differences within collectivist cultures. E.g. some tribes have a complete absence of pro- social behaviour for evolutionary reasons.
- Ignores free will research shows that individuals do have free will and there are many examples of independent behaviour regardless of the situational factors.

NATURE

EFFECTS OF DISPOSITIONAL FACTORS ON BEHAVIOUR

LOCUS OF CONTROL (LOC) IN CROWDS
High **internal locus control** = believe behaviour is caused by their own efforts and decisions.
High **external locus of control** = believe behaviour is due to luck & external factors outside of their control. **External LOC = more likely to obey & conform.**

MORALITY OF PRO-SOCIAL & ANTI-SOCIAL BEHAVIOUR
High levels of morality = higher levels of pro-social behaviour
Lower levels of morality = anti-social behaviour.

AUTHORITARIAN PERSONALITY ON OBEDIENCE
From Adorno, 1950. Refers to a person who has high levels of respect for authority, sees world in black & white and dislike of those inferior = **more likely to obey.**

THE INFLUENCE OF THE BRAIN ON CONFORMITY
Self-esteem & internal LOC = significantly correlated with hippocampal volume. **Small hippocampus/low volume of grey matter = low self-esteem.**
Low self esteem = more likely to confirm to a group.
PFC damage associated with a lack of empathy & anti-social behaviour and the inability to make suitable moral decisions.

LIMITATIONS
- There is more to obedience/conformity than individual traits - there can be other factors that may prevent the person from being influenced.
- These explanations can be considered reductionist - only focus on certain aspects.
- Locus of control can vary from situation to situation and is not constant.

NatCen [MORRELL ET AL.] (2011) STUDY INTO YOUNG PEOPLE'S RESPONSE TO THE TOTTENHAM (AUGUST) RIOTS

AIM
To answer the question: "why did young people get involved in the Tottenham riots?"

SAMPLE
36 participants (evenly split between those older or younger than 18).

RESEARCH METHOD
Interviews

PROCEDURE
- Participants were interviewed 5 weeks after the riots occurred.
- Researchers gained full informed consent & confidentiality & anonymity was ensured.
- Participants were interviewed individually or in groups – 2 or 4

FINDINGS & CONCLUSION
- Four different types of involvement: watchers, rioters, looters, non- involved.
- Different factors made people more likely (nudge factors) or less likely (tug factors) to get involved.
- These were divided into dispositional factors * or situational factors (e.g. having poor job prospects = dispositional, nudge factor. Friends not being involved = situational, tug factor.
People influenced by what they thought was right or wrong & if benefits outweighed risks.

LIMITATIONS OF STUDY
- Interviews so could have been dishonest because of social desirability (lacks validity).
- Many participants were accessed in prison (not representative of all who took part).

NURTURE

BICKMAN (1974) STUDY INTO THE POWER OF UNIFORM ON OBEDIENCE LEVELS

AIM
To see whether a person's appearance affects obedience

SAMPLE
153 pedestrians on the streets of Brooklyn, New York.

RESEARCH METHOD/ DESIGN
Field experiment - opportunity sample

PROCEDURE
- 3 experimenters who dressed in 3 uniforms (a guard, a milkman and a civilian).
- In each uniform - gave one of three orders: (1) pick up litter, (2) stand the other side of a bus stop or (3) give someone £ for a parking meter.
- Bickman wanted to know how many people obeyed each researchers in each uniform by following the orders or not.
N.B. There is experiments 2 & 3 to look at.

FINDINGS & CONCLUSION

Obedience Levels	
Guard = 89%	
Milkman = 57%	
Civilian = 33%	

The higher the (perceived) status of the uniform, the higher the obedience levels.

LIMITATIONS OF STUDY
- Sample culturally biased (unrepresentative & can't be generalised).
- Field experiment so extraneous variables (noise etc.) an issue.

> **Reminder of Assessment Objectives**
>
> **AO1** – Learners must demonstrate knowledge and understanding of psychological ideas, processes and procedures
>
> **AO2** – Learners must apply knowledge and understanding of psychological ideas, processes and procedures
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> **AO3** – Learners must analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions

Key Terminology

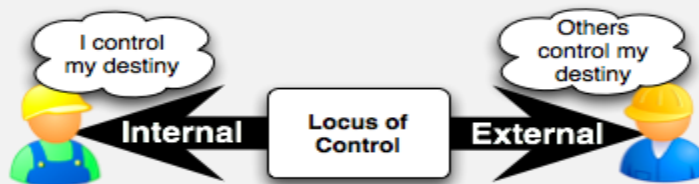| Key term	Definition
Anti-social behaviour	Are disruptive acts characterised by hostility and intentional aggression toward others.
Authority	The ability or right to give orders, make decisions, and enforce obedience (and other behaviours).
Culture	The ideas, customs, and social behaviour of a particular people or society
Deindividuation	When someone loses their sense of individuality. May lead to them acting against their normal morality
Discrimination	the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, sexual orientation or mental health
Displacement	When someone takes their anger out on something other than the source of their anger
Dispositional Factors	Individual characteristics that influence behaviour and actions in a person like personality traits, temperament, and genetics.
Locus of control	The extent to which people believe they have power over events in their lives.
Majority influence	The behaviour of a large number of people affects the behaviour of a smaller group of people.
Minority influence	When a small number of people influence a larger number.
Moral development	How someone grows their sense of right and wrong
Morality	An individual's sense of right and wrong
Obedience	Compliance with commands given by an authority figure.
Pro-social behaviour	Any action intended to help others.
Self-esteem	How positively we see ourselves
Situational factors	Influences that do not occur from within the individual but from elsewhere like the environment and others.

Social influence	The term used to describe how the behaviour of one person affects the behaviour of another.
Stigma	A set of negative and often unfair beliefs that society or a group of people have about something

Unit Summary

Key Concepts *Conformity including majority influence* *Collective and crowd behaviour* *Pro- and anti-social behaviour* *Morality*	**Conformity: 'yielding to group pressures' – in other words, changing how you think and behave in order to fit in with a group.** **Collective behaviour: when someone no longer behaves as an individual but as part of a larger group. Whereas crowd behaviour, which refers to the behaviour of people who have come together for a common purpose – but they may still behave as individuals.** **Anti-social behaviour can be defined as actions that go against society and potentially harms it in some way. Whereas, prosocial behaviour is the opposite – actions that supports society, benefitting it and its members.** **Obedience is when you do something because someone has directly told you to.**
Key Theory 1 *Situational explanations of social influence*	**Majority influence on conformity:** when the behaviour of a large number of people affects the behaviour of a smaller group of people. People are more likely to conform to the views of a majority group. Asch found that the majority only needs to be 3 people to cause people to conform. **Deindividuation on crowd behaviour:** when someone loses their sense of individuality. This often occurs when someone is in a crowd, they feel anonymous. This leads to antisocial behaviour as: • Responsibility becomes shared throughout the crowd, so we experience less personal guilt at directing harmful aggression at others. • Due to responsibility being shared out, and individuals becoming more difficult to identify, crowd-members may assume there'll be no consequences for their actions. **Culture on pro-social behaviour:** Children who are raised in collectivist cultures are often expected to help out with the family responsibilities. This means that pro-social behaviours are more strongly encouraged, so they are more likely to carry out pro-social behaviours. Whereas, children from individualist cultures are raised by their parents to be competitive and to work hard at school to succeed. **Culture on anti-social behaviour:** Research suggests that there is more anti-social behaviour in cultures where there is income inequality (i.e. there were few people who were very rich and many who were very poor). This may be because people notice injustice, where the chosen few are rich and everyone else lives in poverty, which may act as a trigger for anti-social behaviour.

	Presence of authority figures on obedience: We live in a society where we assume that authority figures are allowed to exercise social power over us for a good reason, to maintain order and allow society to function smoothly. By having the social power to make someone obey – an authority figure is said to have 'legitimate authority'. One main indicator of legitimate authority is uniform. **CRITICISMS** **Not full explanations:** • Situational explanations don't consider the role of individual differences, such as self-esteem, locus of control, personality and neurobiology • The 'majority influence' explanation of conformity ignores the influence of culture. Research shows that those in individualist cultures conform less than those in collectivist ones. • The 'deindividuation' explanation of crowd behaviour assumes that crowds become violent and anti-social. But Spivey and Prentice-Dunn (1990) found that deindividuated people can even behave pro-socially, when exposed to a prosocial role model. The presence of role models may be an important factor. **Free Will and Determinism** • **Situational explanations assume that we have no control over our behaviour, e.g. obedience and conformity. Many would argue against this and say that actually we consciously choose to obey orders or conform. This deterministic stance may prevent people from being held responsible for the actions – as they are deemed to be out of their control. E.g. Nazi guards may be excused as it wasn't their choice to commit horrific acts.** **Generalisability:** • The majority of research into the role of culture on pro- and anti-social behaviour is carried out on children. We can't generalise these findings to adults – maybe they behave quite differently to children, and a culture with many pro-social children has lots of anti-social adults? This means that the cultural explanations of pro- and anti-social behaviour may not be accurate. **Ethics:** • It's difficult to test the 'presence of authority figures on obedience' ethically. For example all participants need to be lied to so they believe the 'authority figure' is genuine – this is known as **deception**.
Core Study 1	**Bickman (1974) – a study into the social power of uniform** *See details of the study on a following page*
Key Theory 2 *Dispositional explanations of social influence*	**Self-esteem on conformity:** Someone with low self-esteem is more likely to conform as they lack the confidence in their own beliefs and views – so they are more likely to give in to influence from other people. Whereas, people with high self-esteem will have more confidence in their views and beliefs so will be more likely to maintain their own independent views. Therefore people with high self-esteem are less likely to give into conformity as they are more likely to 'stand their ground' rather than give in to the influence of other people's views. People with low self-esteem may also be more dependent on other people's approval to feel good about themselves, so end up giving into conformity.

Locus of Control on crowd behaviour:

It is argued that people with a high internal locus of control are less likely to be influenced by a crowd. If someone takes personal responsibility for their actions and experiences (good or bad) they are more likely to base their decisions on their own sense of right and wrong, and are less reliant on the actions of others. Whereas, people with an external locus of control will feel like they have little control over their own behaviour, so they may be more likely to rely on other people to guide their behaviour.

Authoritarian Personality on obedience: Adorno argued that people develop this personality due to a very strict and harsh upbringing by their parents. However, as their parents are authority figures, they can't take their anger out on them. Therefore, these feelings are displaced onto those we see as 'weak'. These people are extremely respectful of authority and are likely to obey.

Moral development on pro- and anti-social behaviour: 'Moral development' refers to how someone develops their own ideas of right and wrong. Kohlberg suggested a 6 stage process of moral development. Langdon et al. (2011) suggest that anti-social behaviour is most common at the second stage of moral development, because morality is egocentric – meaning that one focuses their behaviour on what benefits them the most, rather than what benefits other people and society. When people pass onto stages 3 and 4, and the focus is now on getting approval from others, people start to act less antisocially and more pro-socially, as they want others to approve of them

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CRITICISMS

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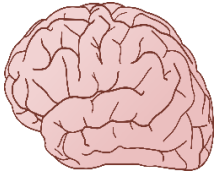
Not full explanations:
- Fail to consider situational factors that affect social influence. E.g. majority influence, presence of authority, deindividuation and culture

Generalisability:
- **Kohlberg's theory was based on research into boys. However, girls may morally develop differently (e.g. boys focus on justice, girls on caring for others). The explanation can therefore only explain how boys morally develop.**
- **Kohlberg's theory was based on research into Americans. Collectivist cultures may morally develop differently. His theory can therefore only explain moral development in America and similar cultures.**
- **Adorno's authoritarian personality was based on research into middle class Americans. However, it's possible that authority figures and social hierarchies work differently in other cultures (e.g. in collectivist cultures, social hierarchies are seen as more rigid and don't change.) This suggests that Adorno's research can't explain obedience universally.**

Free Will and Determinism

	• Dispositional explanations assume that we have no control over our behaviour, e.g. obedience and conformity. Many would argue against this and say that actually we consciously choose to obey orders or conform. This deterministic stance may prevent people from being held responsible for the actions – as they are deemed to be out of their control, it's just their disposition. E.g. Nazi guards may be excused as it wasn't their choice to commit horrific acts.
Biopsychology time! *The influence of the brain on dispositional factors*	**The hippocampus and self-esteem** Argoskin et al. (2014) found a *positive correlation* between self-esteem and volume of grey matter in the hippocampus. • *People with more grey matter in the hippocampus are likely to have higher self-esteem, so they will have more confidence in their own views and be less likely to conform to a majority.* • *People with less grey matter in the hippocampus will be more likely to have low self-esteem, so they will have less confidence in their own views and be more likely to conform to a majority.* **The prefrontal cortex and moral reasoning** Research also shows an association between brain damage to the prefrontal cortex and faulty moral reasoning. • *Therefore, if someone has a damaged prefrontal cortex, they will likely have faulty moral reasoning, which will lead them to be more likely to engage in antisocial behaviour.* • *If someone's prefrontal cortex is intact, their moral reasoning will also be intact, so will be less likely to engage in antisocial behaviour.*
Core Study 2	**NatCen: Morrell, Scott, McNeish, Webster (2011) - a study into the August riots in England** *See details on a following page*
Practical Applications *Changing attitudes*	**How minority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.** Minority influence is where *a minority influences the 'majority' to have the same view as them.* Moscovici (1985) argued that, for a minority to convince a majority, they must show the following: • Commitment • Consistency • Persuasiveness All three of the factors make people think deeply about the topic Over time this deeper thinking leads to people becoming 'converted' and switch from the minority to the majority – the more this happens, the faster the rate of conversion (the snowball effect). An example of minority influence leading to social change is the shift in views about mental health, removing mental health stigma and discrimination. Groups like Time to Change have been consistent with their views and had persuasive speakers (young people with experience of mental health problems) discuss mental health with youths.

	How majority influence affects social change in relation to changing attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination.
	To use majority influence to bring about social change, you need to establish the new view as the 'norm' (i.e. make it seem like the normal thing to do.) This means that people will start to join the majority view through normative conformity (to fit in.)
	In 2014, Time to Change launched a campaign called 'Time to Talk', where they encouraged people to discuss mental health to try and normalise it. It was an annual event, where schools and workplaces signed up to spend the day discussing mental health. If discussing mental health becomes the norm, more people will do it to try and fit in (normative conformity).

CORE STUDIES

Bickman (1974)- a study into the social power of a uniform

Aim

To investigate whether **uniform** which signifies authority will affect levels of obedience.

Experiment 1

Hypothesis

A uniformed guard has more ability to influence individuals than a person in a lower-authority uniform (milkman) or wearing no uniform (conventional dress).

Procedure

- A **field experiment** was carried out on the streets of Brooklyn, New York.
- **IV-**the type of uniform being tested
- **DV-** a) The levels of obedience in relation to a uniform. (b) The levels of obedience in relation to the situation.
- An **opportunity sample of 153 participants** (average age of 39) (**43% male, 57% female). 86% were white, 11% were black**, the race of the remainder could not be determined. **85% were judged**, on the basis of dress, to be middle class.
- They were given instructions from three male experimenters dressed as either a guard, a milkman or a civilian. All three men took turns to wear all three uniforms.
- The experimenters gave one order to each participant who was either to pick up a paper bag, give a coin to a person for a parking meter, or to move to the other side of a bus stop pole.
- **E**xperiments were conducted on weekdays with **77%** of the data collected during the afternoons.

Experiment 2

- Experiment 2 used a **field experiment** to see whether being observed by another person would affect obedience.

- The experiment was also conducted on a street in Brooklyn, New York. Participants were adult pedestrians whose average age was estimated to be 46 years.
- The dime and meter situation was acted out with the experimenter either remaining at the site throughout or, once the request had been made, walking round the corner out of sight.
- Results showed that being observed (surveillance) had no effect on obedience.

Experiment 3A

- A questionnaire with **29 different scenarios** to do with obedience.
- The sample was made up of **141 college students** who were asked if each was legitimate depending on whether it was made by a young man, a milkman or a guard.

Experiment 3B

- **Questionnaires** were used again, but this time to ask participants what they thought people would do in one of the scenarios from Experiment 1.
- The sample was made up of **189 students**

Results

Experiment 1

- Regardless of the scenario, there was no significant difference in obedience rates between the milkman uniform and the civilian dress as a guard, the rates of obedience were significantly higher than when he dressed as a civilian.
- This demonstrated the social power of certain uniforms (those that signify authority).

Experiment 2

- When the guard's uniform was used, the obedience rates were much higher than when the civilian outfit was used.
- However, surveillance had no significant effect on whether participants obeyed or not.

Experiment 3

- In the three original scenarios that participants were questioned about, the guard's uniform was not seen as nay more legitimate then the other two outfits.
- In the second questionnaire, participants did not think the guard's uniform would make then obey any more than the other two outfits.
- This shows that there is a mismatch between how people think they will behave when faced with apparent authority figures and how they actually behave when put in a situation.

Conclusion

- Uniformed people, (even when acting out of role), have greater power than non-uniformed people.
- Power and legitimacy seem to be related to the type of uniform worn / the more legitimate the social power shown by an individual through the wearing of a uniform, the more likely their requests/orders will be obeyed.
- Levels of obedience may be related to the situation.
- Although, in theory, a situation influences obedience levels, in practice the appearance of the person giving the order has a greater effect.
- Predictions relating to obedience behaviour are not good predictions of actual behaviour.

Evaluation-criticisms

- As Bickman used a field experiment so there is a **lack of control over extraneous 'street' variables**, such as noise, weather and crowding, which could have affected the results.
- An opportunity sample was used there was **no prior knowledge of the personality or circumstances of each participant**, they might have been in a hurry or even depressed, which would have affected their obedience and the results of the experiment.
- The experiment was **unethical** as participants did not give their **informed consent** and they were not debriefed afterwards. This means they could have been distressed or embarrassed by the orders.
- The sample is **unrepresentative**. There was a **gender bias** as the experimenters were male, so people might have been more likely to obey an order given by a male rather than a female. There was also a **culture bias** as the experiment took place in only one city. We cannot be sure that people from other cultures would obey in the same way, so the results cannot be **generalised.**
- **T**he use of scenarios in the questionnaire were not 'real' enough, which is why more people said they would not obey. Questionnaires rely too much on people's honesty and insight.

NatCen Morrell, Scott, McNeish, Webster (2011) - a study into the August riots in England

Aim

The overall aim of this study/report was to explore what triggered the youth involvement in the August riots of 2011.

Procedure

- A **report** was produced by NatCen (*The National Centre for Social Research*) based on the interviews of **36 people** in each of the 5 areas studied and 2 unaffected areas.
- There were **riots in Tottenham** on 6 August 2011 following a peaceful protest in response to the police handling of the shooting of Mark Duggan. Windows were smashed, and offices, shops and homes were looted and set on fire.
- Participants were **interviewed** on a one to one and face to face basis, with **full informed consent** and participants were reassured that their answers would be kept **confidential.**
- In addition to the interviews, larger discussion groups were conducted with young people, community stakeholders and residents.

Results

- Rioting first started during a peaceful protest about the fatal shooting of a London man by police.
- The Tottenham riots were triggered more specifically by an alleged incident between a local girl and the police.
- Data from **interviews** with young people suggested all kinds of people were involved: mixed age groups; all ethnicities; people in work, training and education; and the unemployed.

- The researchers categorised those involved in the riots into four types:

Watchers: young people who were present at the incidents and observed some of what happened but did not become involved in criminal activity.	(i) Bystanders: young people who happened to be there lived locally or were passing through when the events occurred. (ii) The curious: young people who deliberately chose to be there to see what was going on.
Rioters: young people who were involved in violent disturbances and vandalism.	(i) Protesters: young people who acted because of a specific grievance or set of grievances (death of Duggan) (ii) Retaliators: young people who acted to get their own back on the police or the 'system'. (iii) Thrill-seekers: young people who got involved to get the excitement or 'buzz'.
Looters: young people involved in breaking into shops, stealing from broken-into shops or picking up stolen goods left on the street**.**	(i) Opportunists: young people who saw the chance to steal things for themselves or family, or to sell on. (ii) Sellers: Young people who planned their involvement to maximise their 'profits'.
Non-involved	(i) Stay-aways: young people who chose not to get involved or observe. (ii) Wannabes: young people who weren't there but would have liked to have been**.**

Dispositional factors affect decision making in young people

	Nudges (facilitators)	Tugs (inhibitors)
Previous criminal activity	Easy to get involved, 'this is what they do round here'.	Been caught once, know the risks.
Attitudes towards authority	Cynicism/anger towards politicians, authority, negative experience of the police.	No negative experience of the police.
Prospects	Poor job prospects, low income, limited hope for the future, 'nothing to lose'.	In work or expectations of work, aspirations – a lot to lose.

Situational factors affect decision making in young people

	Nudges (facilitators)	Tugs (inhibitors)
Group processes	Feeling disinhibited and swept along by the power of the group, seeing others 'get away with it', feeling anonymous.	Actively thinking toward future goals and not focusing on the 'here and now'.
Peer pressure	Friends getting involved.	Friends not involved.

Information	Seeing it on the TV, getting texts/Facebook/BBM messages.	Didn't get any messages, not watching TV.
Circumstances	Not otherwise occupied, it was nearby/easy to get to.	More difficult to get to (further away, no buses).
Presence of authority figure	No adult telling them not to, everybody was doing it and nobody seemed to be getting caught.	Parents, relations or youth workers telling them not to.

Other factors affect decision making in young people

	Nudges (facilitators)	Tugs (inhibitors)
Family attitudes	Relatives not disapproving	Disapproving, 'not brought up like that'.
Community	Attachment to a community with a culture of low-level criminality.	Attachment to a community with pro-social values (including religious communities).
Belonging	Little sense of ownership or stake in society.	Sense of ownership or stake in society.
Poverty and materialism	Desire for material goods but no means to pay for them.	Adequate resources to purchase desired goods.

Conclusion:

- Anti-social criminal behaviour (e.g. the Tottenham riots) is influenced by collective behaviour/group processes.
- Anti-social criminal behaviour (e.g. the Tottenham riots) is influenced by situational/social factors.
- Anti-social criminal behaviour (e.g. the Tottenham riots) is influenced by dispositional/individual factors.
- Anti-social criminal behaviour (e.g. the Tottenham riots) is influenced by an individual's beliefs about what is right and what is wrong.
- Anti-social criminal behaviour (e.g. the Tottenham riots) is influenced by an individual's assessment of the costs and benefits of involvement.

Evaluation-criticisms

- Participants might give **socially desirable** responses in an interview. Participants might **lie** because they give the answers they think will make them look good. For example a criminal participant might exaggerate their actions to appear tougher.
- The **sample is unrepresentative**. There was difficulty in recruiting participants and had to use participants who had been sent to prison. This might not have represented all of the people involved. E.g. those with previous criminal records. Their reasoning might be different to other people.
- People's memory of events is **not always reliable**. The participants were interviewed 5 weeks after the event. Their memories might have been distorted by the media or talking to others. Therefore the data might be **invalid.**
- The findings may have been influenced by the fact that the researchers had to interpret the results to fit in with their categories. This may have introduced some **bias** into the results**.**

1   **(a)** Identify the London location investigated as part of the NatCen (2011) study into the summer August riots in England.

    A   Croydon

    B   Lewisham

    C   Tottenham

    D   Walthamstow

    Your answer [   ]   **[1]**

  (b) Identify the research method used to gather data in the NatCen (2011) study.

    A   case study

    B   interview

    C   questionnaire

    D   observation

    Your answer [   ]   **[1]**

  (c) Identify the category of participants that included 'wannabes' according to the NatCen (2011) study.

    A   Looters

    B   Non-involved

    C   Rioters

    D   Watchers

    Your answer [   ]   **[1]**

2 Suggest **three** criticisms of the NatCen (2011) study into the August riots in England.

1 ....

....

2 ....

....

3 ....

....

[3]

3

> Bickman's study into Obedience
>
> Bickman (1974) wanted to test the effect of a uniform on obedience levels. He conducted his study on the streets of New York. The same experimenter was dressed in one of the following ways: a civilian, a milkman or a guard. He stopped passers-by and ordered them to do one of three tasks: pick up a paper bag, give a dime to a stranger, or stand the other side of a bus stop.

Using the source:

(a) Name the type of experiment Bickman used.

.... [1]

(b) Identify **one** of the independent variables used in the study.

.... [1]

(c) Give **one** way obedience was measured.

....

.... [1]

(d) Identify **one** way that standardisation was used in the study.

....

.... [1]

4 Bickman (1974) only used males to dress up in uniforms.

Explain why this is a weakness of the study.

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.... [2]

5 Describe **two** criticisms of the idea that situational factors affect obedience levels.

1 ....

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2 ....

[4]

6 (a) Explain how self-esteem can have an effect on conformity.

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.... [4]

(b) Explain how **one** other dispositional factor can have an effect on social behaviour.

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.... [4]

Mark Scheme

Question		Answer	Marks	Guidance
1	(a)	C	1	
	(b)	B	1	
	(c)	B	1	
2		1 mark for each distinct criticism of the study. Likely criticisms include; • sample was too small • sample was biased • social desirability bias • participants' memory for events may have been unreliable • researcher bias in interpreting answers/categorising people	3	Do not double credit a criticism that makes the same point or overlaps with another e.g. 'the sample was too small' and 'the sample was unrepresentative'.
3	(a)	1 mark for 'field'.	1	
	(b)	1 mark for 'type of uniform/dress' or similar, or for naming at least two of the outfits tested OR for 'task the participants were asked/ordered to do' or similar, or identifying at least two of the tasks participants were asked/ordered to do.	1	Do not credit the word 'uniform' (or similar) alone. Likewise, do not credit 'task' (or similar) alone.
	(c)	1 mark for any one of the following; • whether passers-by picked up litter or not • whether passers-by gave a dime to a stranger or not • whether passers-by moved to the other side of a bus-stop or not	1	Do credit reference to the task itself instead of the actual measure e.g. ordering people to pick up litter.
	(d)	1 mark for any one of the following; • using same confederate • always done on streets (of New York) • task/command was the same (within a condition)	1	Only credit controls that are identified in the source itself.
4		1 mark for a brief or basic statement e.g. 'this is gender biased', 'we don't know how people would respond to women in uniform'. be in authority too (1)', 'it makes it difficult to generalise findings (1) as people may have responded differently to a woman in uniform compared to a man (1)'	2	
5		1 mark for each brief or basic criticism (up to 2) e.g. 'it ignores dispositional factors', 'too deterministic', 'it over-generalises about the effect of the situation', 'unethical to test' Or up to 2 marks per criticism for a more developed response e.g. 'it ignores the effect of dispositional factors (1) in the sense that some people may have a more obedient personality regardless of the situation (1)' 'it can be unethical to set up situations just to see if people obey (1) especially as the commands may cause distress and discomfort (1)' 'some critics say it is wrong to suggest that obedience is out of people's control (1) as this absolves them of any responsibility for any atrocities they may commit just because they were commanded to (1)'	4	Only award both marks for a criticism where it is explicitly related to obedience. If the criticism is developed yet generic then limit to 1 mark, e.g. 'the theory over-generalises about the effect of the situation therefore ignores individual differences (1)' i.e. no link to obedience. Do not double credit a criticism that makes the same point or overlaps with another e.g. 'the theory ignores individual differences (1) by making over-generalisations about when people obey (1)' and 'the theory suggests that people respond in the same way to situations of authority (1) when people are less predictable than this (1)'
6	(a)	Research shows that the higher a person's self-esteem is, the less likely they are to conform. **Level 2 (3-4 marks):** There is a good explanation which offers some level of depth. The response is accurate and demonstrates clear understanding. **Level 1 (1-2 marks):** There is a basic attempt at an explanation but this may lack clarity and/or depth. **(0 marks):** No credit worthy response. Example of a 1-mark answer	4	To earn marks, the response must at least recognise that lower levels of self-esteem lead to higher levels of conformity.

Someone with high self-esteem feels less pressure to conform.

Examples of a 2-mark answer
High self-esteem leads to less conforming (1). This is because people are more secure in themselves (1).

Examples of a 3-mark answer
If an individual has low self-esteem they are more likely to conform (1). This is because they will lack confidence in their own decisions (1) and will be easily swayed by the pressure put on by others (1).

Examples of a 4-mark answer
Self-esteem negatively correlates with rates of conformity (1). This is because individuals with high self-esteem value themselves enough to value their own viewpoint (1) so even when the majority disagree with them they are confident enough to 'stand their ground (1). For individuals with low self-esteem it is easy to feel better about themselves by simply following what others do and fitting in (1).

	(b)	Likely dispositional factors and associated behaviours are; • the effect of locus of control on crowd behaviour • the effect of morality on pro/anti-social behaviour • the effect of the authoritarian personality on obedience **Level 2 (3-4 marks):** There is a good explanation which offers some level of depth. The response is accurate and demonstrates clear understanding. **Level 1 (1-2 marks):** There is a basic attempt at an explanation but this may lack clarity and/or depth. **(0 marks):** No credit worthy response.	4	Do credit other examples of dispositional factors that are not listed on the specification but are relevant e.g. extraversion, intelligence as long as they are related to a relevant social behaviour.
		Examples of a 1-mark answer • if someone has an internal locus of control they are not that influenced by being in a crowd • people with high morals get involved in more pro-social behaviour • people with an authoritarian personality are more obedient than people who don't have the personality Example of a 2-mark answer Someone with an external locus of control believes they have little control over their own actions (1) so in a crowd situation will join in with everyone else on the basis that they don't have the ability to resist (1) Example of a 3-mark answer People with low levels of moral development will often behave anti-socially (1) on the basis that they think they can get away with it and that the benefits outweigh the costs (1). People with more developed morality think less about themselves and how they benefit personally and so are more likely to do things in the interest of others (1). Example of a 4-mark answer Some individuals are raised in such a way that they end up with an authoritarian personality which makes them more obedient (1). Their upbringing is usually harsh and strict (1). This means that they come to resent their parents (1) and this is displaced onto others they see as beneath them while, at the same time, they feel they ought to 'bow down' to authority themselves (1).		

HOMEWORKS

Homework	Pages	Due Date
Research: Research the 2011 London Riots and answer the questions.	**18-23**	
Research methods: Complete hypothesis tasks	**24-25**	
Summary table: Summarise the 2 theories we have studied for each type of social influence	**26**	
Design a questionnaire on a chosen topic	**27-28**	
Academic reading: Read the article and answer the questions	**29-31**	

Homework 1: Collective behaviour and anti-social behaviour

Date due:

Research the 2011 London Riots, to answer the following questions.

Suggested sources
Documentary: 'Perfect Storm: UK Riots Documentary'
https://youtu.be/IMvuoGji3yU

The following news article: How the 2011 London riots unfolded (Kate Samuelson, The Week, 2021)
A decade has passed since the capital experienced the biggest riots in modern English history.
Ten years ago this week, riots spread across London and other major English cities, sparked by the death of 29-year-old Mark Duggan, who was shot dead by police in Tottenham on 4 August 2011.
The riots – the biggest in modern English history – lasted for five days and swept the capital, from Wood Green to Woolwich. By 9 August, the unrest had developed nationally, reaching other cities including Birmingham, Manchester and Wolverhampton.

By the time the unrest subsided on 12 August, the capital had increased the number of police officers on the street from 3,000 to 16,000. During the period of violence, more than 3,000 arrests were made and five people died.

But how did the riots unfold and what is the legacy of this watershed moment in British culture a decade on?

The shooting of Mark Duggan

On Thursday 4 August, Duggan, a father of four, was shot dead by Metropolitan Police officers as he got out of a taxi in Tottenham, north London. His death happened during an intervention with officers from Operation Trident, a unit targeting gun crime in London, who were attempting to carry out an arrest, reported the BBC in 2015.

The Independent Police Complaints Commission (IPCC), now called the Independent Office for Police Conduct, later admitted to wrongly giving journalists the impression that shots had been fired by Duggan.

At first, the shooting drew "little attention", writes former Downing Street official Craig Oliver in a retrospective of the ensuing events in The Times. "But it turns out there was no gun (though one was found near by)" and Duggan's relatives and friends were "distraught and incensed".

David Lammy, the Labour MP for Tottenham, said he was "shocked and deeply worried" about the incident, and on Saturday 6 August 300 people gathered outside Tottenham police station to protest the shooting, saying they wanted "justice" for Duggan and his family.

Part of the reason for their demonstration was down to the "alleged failure by the IPCC to provide Duggan's family and the local community with reliable information in the aftermath of his death", wrote The Guardian at the time. The newspaper says "two different portraits were painted" of Duggan that week, a "hardened north London gangster and drug dealer" and a "loving family man who would never seek confrontation". A 2014 inquest found the shooting to be lawful but concluded that Duggan did not have a weapon in his hands when confronted by police and had thrown it from the taxi.

Peaceful protests turn violent

According to the BBC, the protests started peacefully, with the demonstration outside Tottenham police station on 6 August, but a "confrontation between a teenage protester and a police officer" sparked violence, with bottles being thrown at two patrol cars, which were then set alight. Riot officers and police on horseback were "deployed to disperse the crowds", but "came under attack from bottles, fireworks and other missiles".

The peaceful gathering "culminated 12 hours later in a full-scale riot that saw brazen looting spread across north-London suburbs", reported The Guardian at the time. The protest had been "good-natured", added the paper, but what became clear over the next four hours was that as tensions "gradually escalated", the "police made only limited attempts to talk to the demonstrators".

By 11pm that evening, a double-decker bus had been set alight, reported The Guardian, and many local shops along the high road had been broken into. Haringey Council said the damage to roads and pavements in Tottenham was in the region of £227,000, according to the Daily Mail in 2011.

Speaking on the morning of 7 August, Lammy described the events as a "disgrace". "What happened here on Thursday night raised huge questions and we need answers", he said. "The response to that is not to loot and rob… This must stop. This is an attack on Tottenham, on people, on ordinary people."

Unrest spreads across England

The day after the Tottenham riots, televisions showed "helicopter shots of rioting across London", writes Oliver in The Times. "From Hackney to Croydon, Ealing to Bromley, shops [were] on fire or being looted." It was agreed that Prime Minister David Cameron, who was on a summer holiday in Italy, should fly back as soon as possible. Then-Mayor of London Boris Johnson was criticised for not coming back from his holiday quickly enough.

"These images of rioters driving the police from the streets quickly proved an inspiration to others", says Matteo Tiratelli, a lecturer in political sociology at University College London, in The Conversation. Over the next five nights, roughly 15,000 people took to the streets in towns and cities across England.

"Hundreds of police officers were injured and £250m worth of damage was done to shops and businesses in London alone."

Two days later, on 10 August, Haroon Jahan, 21, Shazad Ali, 30, and Abdul Musavir, 31, were killed when a car hit them in Winson Green, Birmingham. According to witnesses, they had been protecting their community and local businesses from looting and destruction.

Hours after finding his dying son in the street, Jahan's father called for calm: "Black, white, Asians – we all live in the same community… step forward if you want to lose your son. Otherwise, calm down and go home – please", he said.

An extra 1,700 police officers were deployed in London and more than 400 people were arrested. "The Met was stretched beyond belief in a way that it has never experienced before," Stephen Kavanagh, the Met deputy assistant commissioner at the time, told BBC Breakfast. It is thought that social media networks including Twitter and BlackBerry Messenger played a key role in fuelling the unrest.

Although protests over Duggan's death had sparked the original Tottenham riots, many seemed to agree that the unrest was "a long time coming" and not just a reaction to the shooting, The Telegraph said. One woman told the paper: "You had a tinder box that was waiting and that was just the match… It's frustration by young people who have been pushed to the wall."

How did the riots end?

By 11 August, the total number of arrests in London had reached 1,009 and of those, 464 people had been charged. One hundred families had been made homeless as a result of the unrest, five people had died and 26 police officers were injured. The situation was reaching a tipping point and, by the fourth night of the riots, London increased its number of police to 16,000 by pulling in officers from other forces across the country.

This greater police presence on the streets was the major factor in persuading people to stay at home, according to the *Reading the Riots* study, which interviewed 270 people involved in the events.

"I think the 16,000 police was a deterrent for everyone; they thought: 'You know what, we've done enough, we've done what we had to do… Leave it'," said one of the people interviewed, a 23-year-old unemployed man from Newham, east London.

Other explanations for the riots ending included a lack of excitement and there being nothing left to loot. Some of those involved in the report said they were impacted by Jahan's father's moving speech. "When I [saw his] interview I did stop like, because that did hit me quite hard", one interviewee said.

The aftermath

The IPCC's investigation into Duggan's death continued, but in September 2011 Duggan's brother Shaun Hall said he was "not confident at all" that the watchdog would successfully establish what had happened, the BBC reported.

That same month, Scotland Yard underlined apologised to Duggan's family for failing to inform them directly of his death. A year on from Duggan's shooting, in 2012, his mother, Pam, said she still had "no answers about why my son died".

To this day, questions remain surrounding the events which led to the shooting. In 2015, an IPCC report "found Duggan was probably in the process of throwing away a handgun when he was shot". However, Forensic Architecture, a human rights research organisation based at Goldsmiths, University of London, has said this conclusion is wrong, according to a detailed report in The Guardian published in 2020.

The IPCC has called "implausible" a claim that police moved the gun. "There is no sensible reason why they [the police] would have opted to plant the firearm on the grass such a distance away from Mr Duggan thereby giving rise to the various doubts which have inevitably arisen about this matter," the police watchdog said.

The penal response to the rioters was "enormous and unprecedented", says Tiratelli on The Conversation, with cases "pushed from the magistrates' to the crown courts, ensuring that longer sentences were available and costing minors their right to anonymity in the press".

The result was that more than 2,000 people faced jail sentences "which were four and a half times longer than those same offences would normally warrant".

In 2011, Cameron agreed to establish the Riots Communities and Victims Panel to investigate the causes of the riots and consider what more could be done to build greater social and economic resilience in communities.

A decade on

Only "a handful" of the 63 recommendations in the *After the riots* report have been implemented, writes David Lammy in The Guardian, which included "calling on the government to provide greater support for families, address youth unemployment, improve school attainment, improve police relations and tackle reoffending by young offenders".

Over the years, "instead of acting to strengthen the fabric of society's fire blanket to reduce the risk of riots", Conservative prime ministers have "decimated police forces, youth services and local authority budgets", he adds. "I say this with deep regret: by failing to implement the measures designed to tackle society's dissatisfaction, alienation and fragmentation, Johnson risks letting a spark set fire to the fuel all over again."

But writing in The Times, Oliver says he believes that if the country faced a similar situation again, "the police would be quicker off the mark in terms of tightening their grip and making clear actions have consequences". However, the events of 2011 made it clear that "social order isn't as stable as we thought", he adds. "All it takes is for a few thousand people to rebel and, as Yeats famously wrote, 'Things fall apart... Mere anarchy is loosed upon the world'".

What event triggered the riots?

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Did the protests about Mark Duggan's death start as violent?

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What sort of criminal acts took place during the riots?

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How can deindividuation explain these behaviours?

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What were the consequences of the riots? *(e.g. deaths, injuries, property damage?)*

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Why do you think so many people got involved in the riots?

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Tottenham is an area of high unemployment, 48% of children live in poverty.

Thinking about cultural explanations of anti-social behaviour, how could this explain the behaviour of rioters?

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Homework 2: Alternative and Null Hypotheses

Date due:

TASK 1

Write down the definitions:

Alternative Hypothesis	
Null Hypothesis	

TASK 2

Look at the table below. For each hypothesis write an A or an N depending on whether it is an alternative or null hypothesis, and rewrite the hypothesis into the other form i.e. rewrite an alternative hypothesis as a null hypothesis, and vice versa.

Hypothesis	Alternative or Null?	Rewritten hypothesis
There will be a significant difference in aggression between children who play violent video games and children who play non-violent video games.		
There will be no difference in maths test scores between children with a growth mindset and children with a fixed mindset.		
There will be no difference in driving ability between people who drink 5 ml of caffeine before driving and people who drink 0ml of caffeine before driving		

Have a go at writing your own alternative and null hypotheses for the following research aims.

Remember to operationalise your variables!

1. To investigate whether eating lunch impacts alertness.

2. To investigate whether the use of social networks affect individual's happiness levels.

3. An experiment into workload and stress.

Have a go at writing your own alternative and null hypotheses for the following research aims.

Remember to operationalise your variables!

Homework 3: Explanations of Social Influence

Complete the table on explanations of Social Influence. Make sure you briefly **explain** each theory – don't just name it!

Type	Definition	Situational explanation	Dispositional explanation
Conformity			
Crowd and collective behaviour			
Pro and anti-social behaviour			
Obedience			

Homework 4: Designing a questionnaire

Date due:

Create a 10 question questionnaire. It must include closed questions, open questions and rating scales. You may choose any topic you like, but here are some suggestions:

- School

- Food

- Films

- TV

- Sport

You may use the space provided to write your questionnaire. Otherwise you can complete it digitally, but you must print it and bring it to the lesson when it's due.

Homework 5: Social change

Date due:

Read the following article and answer the questions

We have previously looked at minority influence and the work of Moscovici, who concluded that a consistent, committed and persuasive minority is most effective in influencing an individual. However, minority groups also play an important role in facilitating social change by influencing an entire society to change their attitude, behaviours and beliefs.

Moscovici (1980) put forward a conversion theory to explain how social change occurs and there are three clear factors that determine the success of a minority to facilitate social change, including: consistency, sacrifices and group membership.

Firstly, the minority must be **consistent** in their opposition to the majority. History has provided many real life examples, where consistent individuals have challenged and questioned the values and norms of society (and have been criminalised for their views). Martin Luther King and Nelson Mandela led civil rights movements and were consistent in their views against apartheid for many years, which helped bring about social change. Furthermore, the results of Moscovici's (1969) research highlight the importance of consistency in minority influence. Moscovici found that a consistent minority were more likely (8.4%) to convince a majority that the colour of a slide was green when it was in fact blue, in comparison to an inconsistent minority (1.3%).

Secondly, minorities that show **commitment** by making sacrifices are more likely to be influential. If minorities show their dedication to the cause through sacrifice, for example imprisonment or even death, their influence becomes more powerful. For example, when Rosa Parks refused to give up her seat to a white male passenger in the 1950s, she was arrested for violating US law. This event helped trigger the civil rights movement to end the racial segregation laws in America. The case of Rosa Parks demonstrates that people who are willing to make a sacrifice (in her case being arrested) show their commitment to their cause and as a result are more influential.

Finally, if the minority is similar to the majority, in terms of class, age, gender or even sexuality, then they are more likely to be influential. Maass et al. (1982) investigated the idea of group membership and found that a minority of heterosexual men were more likely to convince a heterosexual majority about gay rights, in comparison to a minority of homosexual people. Maass concluded that 'straight' men have more persuasive power when discussing gay rights with other straight men, in comparison to gay men. This supports the idea that similarity in terms of group membership is an important factor for minority influence and social change.

This process can be used to explain many examples of social change, which have occurred throughout history.

For example, the suffragettes were consistent in their view and persistently used educational and political arguments to draw attention to female rights. Furthermore, they remained consistent for many years and despite opposition continued protesting and lobbying until they convinced society that women were entitled to vote. In addition, many of the suffragettes made significant sacrifices for their cause; many risked imprisonment and others risked death through extended hunger strikes, making their influence even more powerful. Finally, the suffragettes used group membership to convince other women to join their cause to expand their influence and membership. Overtime their influence spread with people considering the issue until it lead to social change and all adults gaining the right to vote.

How did members of the civil rights movement demonstrate commitment and consistency?

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What did Maass et al. (1982) find?

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What role can group membership play in helping a minority convince a majority?

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How did the suffragettes demonstrate commitment and consistency?

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You are trying to start a new campaign in school to convince all Year 10 students to come into school to study on a Saturday. Explain how you would convince the year group?

Include: commitment, consistency, persuasiveness, group membership. Give SPECIFIC examples of what you would do.

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