

PSYB2- Social psychology

Topic 1: social facilitation

Specification ref:	3.2.1 social influence	Time allocation	2 hours	
Specification content:	Social facilitation; dominant responses; causes of arousal: evaluation apprehension and distraction. Effects of arousal on task performance.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	Define social facilitation, arousal, dominant response, distraction, evaluation apprehension. Describe factors that increase arousal including evaluation apprehension and distraction. Describe research studies into social facilitation including Zajonc et al (1969)	Distinguish between dominant and non dominant responses. Analyse examples to identify arousal-influencing factors. Interpret research findings in terms of what they tell us about social facilitation.	Predict the effect of various situations on dominant/non-dominant responses. Identify the methods and key variables in research studies of social facilitation. Interpret data from studies of social facilitation.	All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Explain the effects of arousal on performance (including Yerkes Dodson curve). Describe the effect of arousal on dominant and non-dominant responses.	Analyse descriptions of task performance in terms of arousal/response dominance. Assess the extent to which research findings support or challenge explanations of social facilitation.	Interpret the relationship between arousal and performance modeled by the Yerkes Dodson curve. Assess the advantages and disadvantages of laboratory and field studies of social facilitation.	
Some students will be able to (G&T):	Explain why variations in arousal affect dominant and non-dominant responses differently.	Analyse own experiences in terms of social facilitation/inhibition. Evaluate the usefulness of social facilitation as a psychological construct.	Design an original study to investigate an aspect of social facilitation.	
Resources/activities				

PSYB2- Social psychology

Topic 2: conformity

Specification ref:	3.2.1 social influence	Time allocation	4 hours	
Specification content:	Types of conformity including internalisation and compliance. Explanations for conformity including informational social influence and normative social influence. Factors affecting conformity, including those investigated by Asch.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	AO2 – application, analysis & evaluation	AO3 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	Define conformity, internalisation, compliance, normative influence, informational influence. State at least two factors in conformity and outline their effect on conformity. Describe the studies carried out by Asch (1951) and others including Sherif (1935)	Distinguish between compliance and internalisation. Analyse situations to identify examples of internalisation, compliance, normative and informational influence.	Predict the effect of situational variables in Asch-type studies. Define external validity, sample and setting (laboratory/field). Outline reasons for deceiving/withholding information from participants (single blind technique). Identify ethical issues in the studies by Asch and others.	All AO3 material relates to research methods section of PSYB1.
Most students will be able to:	Outline the role of group norms in influencing behaviour. Explain normative and informational influence as processes of conformity. Explain the effects of at least two situational factors on conformity.	Distinguish between normative and social influence. Interpret research findings in terms of the types of conformity processes they demonstrate. Assess the extent to which research findings are consistent with explanations of conformity.	Assess the external validity of studies of conformity with reference to the samples and settings used. Analyse practical/ethical costs & benefits of the single blind technique.	
Some students will be able to (G&T):	Consider the relationship between normative/informational influence. Evaluate the usefulness of distinguishing between different conformity processes.	Compare/contrast different conformity processes.	Evaluate research into conformity in terms of its methodology and ethics.	
Resources/activities				

PSYB2- Social psychology

Topic 3: Obedience

Specification ref:	3.2.1 social influence	Time allocation	4 hours	
Specification content:	Explanations of obedience. Situational factors: conditions affecting obedience to authority as investigated by Milgram. Dispositional explanation: the Authoritarian Personality. Explanations of defiance of authority.			
Assessment objectives Learning outcomes	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
All students will be able to:	Define obedience, defiance of authority. Describe the study of obedience carried out by Milgram and at least two variations. State at least two situational factors that affect obedience and outline their effect on obedience. Outline the characteristics of the Authoritarian personality.	Distinguish between obedience and conformity. Analyse situations to identify factors that may affect obedience/disobedience. Distinguish between dispositional and situational explanations of obedience.	Predict the effect of situational variables in Asch-type studies. Define internal validity, demand characteristics, triangulation. Analyse the Milgram study in terms of risk of harm to participants and other ethical issues (e.g. deception)	Authoritarian personality links to psychodynamic approach (role of parents/childhood). Attribution bias is a cognitive process relevant to understanding cognitive models of atypical behaviour. All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe a range of studies of obedience besides Milgram’s, including some reference to cross-cultural research. Explain situational influences on obedience including perceived legitimacy and the agentic shift. Explain how a person might develop an authoritarian personality. Describe ways of/conditions that support defying authority.	Interpret research findings in terms of situational explanations of obedience. Assess the extent to which research findings support the view that obedience is a dispositional/situational phenomenon. Apply knowledge of factors that facilitate obedience to explain those that inhibit it.	Assess the external validity of Milgram’s (and other) studies with reference to samples and settings. Assess the internal validity of Milgram’s (and other) studies of obedience.	Learning skills
Some students will be able to (G&T):	Outline the role of attribution bias in producing dispositionally-skewed explanations of destructive behaviour.	Evaluate a range of theoretical explanations of obedience and defiance of authority.	Consider the extent to which ethical objections to Milgram’s work stem from the unpalatable nature of his findings.	
Resources/activities				

PSYB2- Social psychology

Topic 4: Ethics and social influence research

Specification ref:	3.2.1 social influence	Time allocation	2 hours	
Specification content:	Ethical [and methodological] issues in studying social influence.			
Assessment objectives	A01 – knowledge & understanding	A02 – application, analysis & evaluation	A03 – methods, statistics & ethics (how science works)	Links with other topics
Learning outcomes				
All students will be able to:	Outline what is meant by 'ethics'. Describe aspects of studies of social facilitation, conformity and obedience (at least one of each) that raise ethical issues.	Analyse studies of social influence in terms of the ethical issues raised.	State two or more ethical issues that may arise in the course of studying human behaviour.	Studies of social influence considered have been encountered previously. All A03 material relates to research methods section of PSYB1.
Most students will be able to:	Describe information relevant to assessing the ethical status of studies of social influence (could include e.g. criticisms made by other psychologists, information about the social impact of research findings, feedback from PPs in the studies etc.)	Analyse studies of social influence in terms of their costs and benefits. Assess whether classic studies of social influence would be allowed under current regulations.	Explain cost-benefit analysis as a process for making ethical decisions. Outline a range of safeguards against ethical abuses (e.g. ethical guidelines, ethical committees). Identify and outline strengths and weaknesses of safeguards against ethical abuses.	Learning skills
Some students will be able to (G&T):	Outline the utilitarian and deontological approaches to ethics.	Evaluate studies of social influence in terms of their ethical implications Assess the implications of adopting utilitarian/deontological views of ethical issues..	Evaluate the effectiveness of ethical guidelines etc. Consider the implications of the (apparent) conflict between scientific progress and ethical responsibility to participants.	
Resources/activities				