|  |  |  |  |
| --- | --- | --- | --- |
| **Topic area:** Social influence - how do others affect you? | Done. | EOTT RAG | Revision checklistRAG. |
| I can define conformity and explain the difference between compliance, internalisation and identification.  |  |  |  |
| I can define both normative and informational social influence.  |  |  |  |
| I can explain how situational factors such as size of the majority, unamity and task difficultly affect conformity.  |  |  |  |
| I can explain how personality factors such as the type of locus of control you have, affects conformity.  |  |  |  |
| I can describe Asch’s line study and explain how it demonstrates conformity.  |  |  |  |
| I can explain what is meant by obedience and give examples of when it is both positive and negative to obey.  |  |  |  |
| I can describe Milgram’s electric shock studies. |  |  |  |
| I can explain how situational factors such as authority figure, legitimacy of context and personal responsibility all affect levels of obedience.  |  |  |  |
| I can explain how agency theory and social impact theory relate to obedience.  |  |  |  |
| I can explain how personality may affect obedience such as locus of control or the authoritarian personality.  |  |  |  |
| I can link together obedience and crowd behaviour.  |  |  |  |
| I can ways in which to prevent blind obedience such as social support, distance and education.  |  |  |  |
| I can describe what is meant by deindividuation. |  |  |  |
| I can make links between deindividuation and conformity. |  |  |  |
| I can describe the aim, results, procedure & findings of the Haney, Banks and Zimbardo prison study.  |  |  |  |
| I can extend and explain 2 strengths and 2 weaknesses of the prison study.  |  |  |  |
| I can explain what is meant by bystander effect/apathy.  |  |  |  |
| I can explain situational factors that may prevent helping behaviour such as diffusion of responsibility, pluralistic ignorance & cost of helping. |  |  |  |
| I can explain personal factors affecting bystander intervention such as competence, mood & similarity.  |  |  |  |
| I can describe the aim, procedure, results & conclusions of the Piliavin Good Samaritan study.  |  |  |  |
| I can extend and explain 2 strengths & 2 weaknesses of the Piliavin study. |  |  |  |