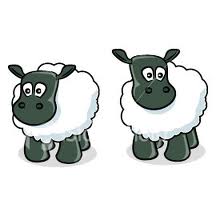
[](http://images.google.co.uk/imgres?q=sheep+following+cartoon&hl=en&safe=vss&tbo=d&biw=1280&bih=843&tbm=isch&tbnid=JGWXpDks57hsVM:&imgrefurl=http://www.zdnet.com/blog/feeds/dont-be-sheep-follow-your-peers-not-necessarily-the-a-list/1095&docid=Lrba1HbXe7b4AM&imgurl=http://www.zdnet.com/i/story/61/46/001095/ist2_1282664-cartoon-sheep.jpg&w=270&h=270&ei=o6vFULyMHISLhQeR-4BY&zoom=1&iact=hc&vpx=2&vpy=118&dur=369&hovh=216&hovw=216&tx=104&ty=125&sig=114289821477472485908&page=1&tbnh=130&tbnw=122&start=0&ndsp=39&ved=1t:429,r:0,s:0,i:83)Explanations of Compliance

A02 - application

A01 - description

**Asch**

**Normative Social Influence**

**Point:**

**Evidence: For example,** many studies (Sherif and Rohrer) have shown how conformity to group norms can persist long after the group no longer exists.

**Evaluation:**

**Point:**

**Evidence: For example, Garandeau and Cillessen (2006)** have shown how groups with a low quality of interpersonal friendships may be manipulated by a skilful bully so that the victimisation of another child provides the group with a common goal creating pressure on all group members to comply. **Evaluation:**

**Point:**

**Evidence: For example, Asch’s (1951)** research demonstrates how individuals will conform with the majority on an unambiguous line comparison test (even when they know their response is incorrect) in order to be liked or in an attempt to avoid standing out from the group. **Evaluation:**

A03 - evaluation

Explanations of Internalisation

**Jenness**

**Informational Social Influence**

A01 - description

A02 - application

**Point:**

**Evidence: For example, Sherif’s (1936)** research demonstrates how the exposure to other people’s beliefs (i.e. their estimates as regards to how far and in which direction to light spot moved) has an important influence on other participant’s estimates especially when the participants are uncertain about what to believe themselves. **Evaluation:**

**Point:**

**Evidence: For example, Fein et al (2007)** showed how judgements of candidate performance in US presidential debates could be influenced by the knowledge of others’ reactions. Participants saw what were supposedly the reactions of their fellow participants on screen during the debate. This produced large shifts in participants’ judgements of the candidates’ performance. **Evaluation:**

A03 - evaluation