



EXAM PAPERS PRACTICE

Psychology

Social influence Mark Scheme

Mark schemes

1

[AO1 = 2]

B and D

2

AO2 = 6

Josie = Normative Social Influence, changing behaviour but not personal attitude: she is doing something (laughing at jokes) just to fit in and be accepted by the group, even though she doesn't find the jokes funny.

Hana = Informational Social Influence, changing behaviour in order to be correct and using group as reference: she wants to be right and is using her colleagues as a source of information.

For each term, 1 mark for correctly linking the girl with the social influence and a further 2 marks for justification.

No mark for merely saying Hana shows NSI unless a case is made for Hana showing NSI and the justification is explicitly linked to the stem.

Caitlyn is not experiencing any social influence.

Candidates cannot access full marks unless explicitly engaged with stem.

3

(a) **[AO1 = 2]**

Award up to 2 marks for a definition of normative social influence.

This is a type of conformity / is where people 'go along with' the behaviour of the group (1) to maintain group harmony / be seen as a member of the group / to avoid rejection / gain approval from others / to avoid being different from everyone else / likely to lead to compliance / where public behaviour and private opinion do not match / to fit in (1).

0 marks for examples.

(b) **[AO2 = 2]**

Award up to 2 marks for an explanation of behaviour related to the situation given.

Normative social influence is likely to mean that Andrea will comply publicly with the smart dress code at work (1). She will want to be seen as like the rest of her colleagues and not as an outsider / to fit in (1).

4

AO1 = 2

Internalisation = A and C. Candidates must only select two. If more than two are selected then no marks can be given.

5**AO1 = 2**

Internalisation is where the behaviour or belief of the majority is accepted by the individual and becomes part of his or her own belief system. It is the most permanent form of conformity.

1 mark for a brief outline and a further mark for elaboration.

6**AO1 = 2**

Type of conformity	Statement
Internalisation	D
Compliance	C

1 mark for each correct answer.

7

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) AO3 = 2

The most likely method offered is an experiment (such as those carried out by Asch); however, other methods are also credit-worthy (observations, role-plays). 1 mark for identification of the method and a further mark for elaboration; laboratory experiment (1 mark) where confederates deliberately gave the wrong answer to see if the naïve participant conformed (further mark for elaboration). Candidates could either refer to a research method in general, or they could describe the procedures of a particular study for 2 marks.

It is worth noting that sometimes a very brief or succinct answer can still be sufficient for 2 marks.

[If a response for (a) gains no marks, marks can be awarded for (b) and / or (c) if the limitation and way of overcoming it could apply to conformity research].

(b) AO3 = 2

The limitation will depend on the method given in (a). Lab experiments lack ecological validity (1 mark) this means that the findings cannot be generalised to the real world (further mark for elaboration).

It is worth noting that sometimes a very brief or succinct answer can still be sufficient for 2 marks.

(c) **AO3 = 2**

To overcome lack of ecological validity conduct the experiment in the real world (1 mark) by setting up a field experiment so people behave as they would do normally (1 further mark). It is worth noting that sometimes a very brief or succinct answer can still be sufficient for 2 marks.

8

AO2 = 2

Compliance refers to behaviour that involves going along with the majority, even if privately their views are not accepted. He wants to fit in and be liked, so will change his behaviour to be like the others but does not change his beliefs.

1 mark for a brief outline explanation of compliance and a further mark for elaboration. The marks for this question are for the explanation.

9

AO3 = 2

One strength of conducting research in a laboratory is that it allows the experimenter to control the variables, such as group size and difficulty of the task. This manipulation of the IV allows conclusions to be drawn about cause and effect, and what the variables are that influence conformity. One mark for identification of the strength and a further mark for elaboration.

10

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AO3 = 4

Conclusions can include: there are two factors that influence conformity, the ambiguity of the task and the size of the majority. A large majority is most influential with an ambiguous task, but still exerts pressure even when the task is easy. However, a small majority has less effect and the type of task does not seem to be an important variable.

4 marks Accurate and reasonably detailed

Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of what the bar chart shows about conformity. There is appropriate selection of material to address the question.

3 marks Less detail but generally accurate

Less detailed but generally accurate answer that demonstrates knowledge and understanding. There is some evidence of material to address the question.

2 marks Basic

Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.

1 mark Very brief/flawed or inappropriate

Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.

0 marks

No creditworthy material.

11

AO1 = 2

Compliance is where the individuals change their own behaviour to fit in with the group. They may not necessarily agree with the behaviour / belief but they go along with it publicly.

1 mark for a brief outline and a further mark for elaboration.

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AO1 = 2 and AO3 = 4

Level	Marks	Description
3	5 – 6	Two criticisms are clearly identified. There is some clear and effective discussion of each criticism. The answer is coherent and well organised, with effective use of specialist terminology.
2	3 – 4	Two criticisms are identified. There is some discussion of each but it is limited. The answer is mostly clear and organised, with appropriate use of specialist terminology. OR One criticism is presented at top of Level 3.
1	1 – 2	Criticism(s) are muddled but can be inferred. Discussion is absent / very limited. Specialist terminology is either absent or inappropriately used. OR One criticism is presented at Level 2.
	0	No relevant content.

Possible criticisms:

- Ethics – psychological harm – participants soon became distressed.
- Zimbardo himself took part in the action / was a participant observer.

Possible discussion points:

- Whether or not the distress should have been anticipated.
- Whether or not the consent gained was sufficiently informed.
- Zimbardo's own behaviour affected the way in which events unfolded, thus the validity of the findings could be questioned.
- Use of examples from the study to support argument and elaborate on the criticisms given.

Credit other valid criticisms and other valid discussion points. Can credit two separate ethical criticisms.

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AO1 = 4

AO2 = 4

The two explanations given on the specification are Normative SI and Informational SI, and these are likely to be the most common response. However other explanations are also acceptable, such as the power of social roles, and social impact theory.

Explanations that include compliance, internalisation and identification can also receive credit.

There are various ways in which candidates can evaluate their explanations. For example, NSI and ISI (as part of the dual-process model) have been viewed as separate explanations. However, some psychologists suggest that in fact the two work together and influence levels of conformity. Another way in which candidates could evaluate the explanations is to provide research evidence to support them. If they outlined the power of social roles then they could use Zimbardo's prison study as evaluation.



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AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>4 marks Accurate and reasonably detailed</p> <p>Accurate and reasonably detailed answer that demonstrates knowledge and understanding of explanations of conformity. There is appropriate selection of material to address the question.</p>	<p>4 marks Effective evaluation</p> <p>Effective use of material to address the question and provide informed commentary. Effective evaluation of explanations</p>
<p>3 marks Less detailed but generally accurate</p> <p>Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding. <i>Partial performance: only one explanation but in detail.</i></p>	<p>3 marks Reasonable evaluation</p> <p>Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of explanations. <i>Partial performance; if only one explanation is evaluated then the evaluation is effective.</i></p>
<p>2 marks Basic</p> <p>Basic explanation that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. <i>Partial performance: only one explanation; less detailed but generally accurate.</i></p>	<p>2 marks Basic evaluation</p> <p>The use of material provides only a basic commentary. Basic evaluation of explanations. Superficial consideration of a restricted range of issues and/or evidence. <i>Partial performance; if only one explanation is evaluated then the evaluation is reasonable.</i></p>
<p>1 mark Very brief/flawed or inappropriate</p> <p>Very brief or flawed explanation demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.</p>	<p>1 mark Rudimentary evaluation</p> <p>The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.</p>
<p>0 marks</p> <p>No creditworthy material.</p>	<p>0 marks</p> <p>No creditworthy material.</p>

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AO2 = 4

Jan is showing internalisation, she has taken the others' beliefs as her own and this behaviour continues even when she is away from the group. Norah is showing compliance, because away from the group she reverted back to her original behaviour. Explanations of conformity are also credit-worthy here and reference to NSI and ISI can gain marks. Jan believes the others were right (ISI) while Norah just wanted to be accepted by her housemates (NSI). Credit explanation in terms of private / public behaviour.

The answer must be absolutely clear to which girl it is referring in order to gain any marks. If only one girl is explained, maximum 2 marks.

4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of types of conformity and explains which type of conformity each girl is showing.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation of types of conformity each girl is showing.
2 marks Basic analysis of unfamiliar situation Basic explanation of types of conformity each girl is showing, or effective explanation of only <u>one</u> girl.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled consideration of types of conformity either girl is showing, demonstrating very limited knowledge.
0 marks No creditworthy material or no engagement with the stem.

15

AO1 = 3

Normative social influence is where someone conforms because they want to be liked and accepted by the group. The person may publicly change their behaviour / views but privately disagree. This type of social influence is also known as compliance.

Allow 1 mark for a basic statement and a further 2 marks for elaboration. Candidates may offer research as part of the elaboration.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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AO1

Candidates may offer any research that is relevant to conformity. The most likely studies are those by Asch, Crutchfield, Sherif, Perrin and Spencer; but any other relevant study is creditworthy. Zimbardo's prison study investigated conforming to social roles and is also creditworthy.

AO3

The evaluation may be in terms of methodological issues such as the artificiality of laboratory research; cultural and historical bias; ethical issues. For example, Asch's studies were carried out in America in the 1950s and have been criticized as only being relevant to that particular culture and in that historical time. When Perrin and Spencer replicated Asch's study they did not find such high levels of conformity.

17**AO1 = 3**

Informational social influence is where someone conforms because they do not know what to do, but they want to be correct. They follow the majority because they assume that the majority know what is the right thing to do. This type of social influence tends to involve internalisation.

Allow 1 mark for a basic statement and a further 2 marks for elaboration.

Candidates may offer research as part of the elaboration. For example, in Sherif's experiment, participants were unsure what the correct answer was and so looked to others for information as to how to answer; thus showing informational social influence.

18**Marks for this question: AO1 = 6, AO3 = 6**

Level	Marks	Description
4	10 – 12	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is effective. The answer is clear, coherent. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	7 – 9	Knowledge is evident. There are occasional inaccuracies. There is some effective discussion / evaluation / application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 3	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

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AO1

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AO3

The evaluation may be in terms of methodological issues such as the artificiality of laboratory research; cultural and historical bias; ethical issues. For example, Asch's studies were carried out in America in the 1950s and have been criticized as only being relevant to that particular culture and in that historical time. When Perrin and Spencer replicated Asch's study they did not find such high levels of conformity.

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Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. Evidence is presented. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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AO1

Marks for elaboration (not naming / identification) of factors. Likely factors: group size, unanimity / size of majority, task difficulty, presence of another dissenter, presence of another dissenter who then begins to conform, opinion expressed in public (rather than in private), fear of ridicule, perceived competence of other members, personality of individual, self-esteem, culture, gender. Credit description of effect of factors on conformity levels. Credit knowledge of evidence. Likely studies: Sherif (1935), Asch (1951), Crutchfield (1954).

AO3

Marks for discussion of the factors. Explanation of why factor increases or decreases conformity eg increased / decreased normative pressure / likelihood of compliance, increased / decreased likelihood of informational influence / internalisation; the implications of evidence / use of evidence specifically to support or refute influence of stated factors eg detail of Asch variations. Discussion of the wider implications of the factors eg in real life conforming situations. Comparison of relative power of factors. Credit evaluation of the methodology of studies only when made relevant to discussion of the factors.

20

AO1 = 3

Compliance is where the individual changes his or her own behaviour to fit in with the group. They may not necessarily agree with the behaviour / belief but they go along with it publicly. It is not a permanent form of social influence; it lasts only as long as the group is present. Here the type of conformity is likely to be linked to NSI.

For example: Compliance is where you go along with the group to fit in (1 mark) even if you don't really believe their view point (2nd mark for elaboration) for example, in Asch's study, many of the naïve participants went along with the wrong answer so as not to look stupid (example to illustrate the point as 3rd mark).

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AO1 = 4

Research can include both theories and studies. The most likely study offered is Asch's research into conformity and any aspect of his research is creditworthy. Other studies, such as Sherif, Crutchfield would also be creditworthy. Students could also consider reasons such as NSI and ISI to explain why people conform.

AO2 = 4

The evaluation will depend on which route students take. If they offer studies as their AO1, the commentary can come from a consideration of the strengths and limitations of the research. How other studies have challenged their findings. If a more theoretical route is taken, research studies to support the explanation can be used as commentary. As the question requires students to discuss, credit can be given for wider discussion points, such as implications and consequences.



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<p>4 marks Accurate and reasonably detailed</p> <p>Accurate and reasonably detailed description that demonstrates sound knowledge and understanding of research into conformity.</p> <p>There is appropriate selection of material to address the question.</p>	<p>4 marks Effective evaluation</p> <p>Effective use of material to address the question and provide informed commentary.</p> <p>Effective evaluation of research.</p> <p>Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p>3 marks Less detailed but generally accurate</p> <p>Less detailed but generally accurate description that demonstrates relevant knowledge and understanding.</p> <p>There is some evidence of selection of material to address the question.</p>	<p>3 marks Reasonable evaluation</p> <p>Material is not always used effectively but produces a reasonable commentary.</p> <p>Reasonable evaluation of research.</p> <p>A range of issues and / or evidence in limited depth, or a narrower range in greater depth.</p> <p>Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p>2 marks Basic</p> <p>Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled.</p> <p>There is little evidence of selection of material to address the question.</p>	<p>2 marks Basic evaluation</p> <p>The use of material provides only a basic commentary.</p> <p>Basic evaluation of research.</p> <p>Superficial consideration of a restricted range of issues and / or evidence.</p> <p>Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p>1 mark Very brief / flawed or inappropriate</p> <p>Very brief or flawed description demonstrating very little knowledge.</p> <p>Selection and presentation of information is largely or wholly inappropriate.</p>	<p>1 mark Rudimentary evaluation</p> <p>The use of material provides only a rudimentary commentary.</p> <p>Evaluation of research is just discernible or absent.</p> <p>Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p>0 marks</p> <p>No creditworthy material.</p>	<p>0 marks</p> <p>No creditworthy material.</p>

Level	Marks	Description
4	10 – 12	Knowledge of two explanations for conformity is accurate and generally well detailed. Discussion is mostly effective. Application to the stem is appropriate with clear links between the explanations and the stem content. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion sometimes lacking.
3	7 – 9	Knowledge of two explanations for conformity is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to explanations are limited / absent. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. Lacks focus in places.
2	4 – 6	Knowledge of two explanations is present. Focus is mainly on description. Any discussion is of limited effectiveness. Any application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR one explanation answered at Level 3 or 4.
1	1 – 3	Knowledge of explanation(s) is (are) limited. Discussion / application is very limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR one explanation answered at Level 2.
	0	No relevant content.

Possible content:

- Normative social influence occurs where people conform so as to be part of the majority and not stand out.
- Normative social influence often (although not always) results in compliance or superficial change in behaviour.
- Informational social influence occurs when people conform because they are not sure how to behave so use the majority as a source of information.
- Informational social influence often results in internalisation – adopting the views and behaviours of the majority.

Possible discussion points:

- Informational social influence tends to have a more permanent effect whereas normative is transient.
- Use of research evidence to support discussion: eg different conditions of the Asch study to illustrate normative and informational social influence.
- Overlap between the effects of the two types of social influence; we often look to others for information, but partly because we do not want to be different.

Possible applications:

- Polly's change in behaviour is due to normative social influence because she is wanting to be the same as everyone else / be part of the norm.
- Jed is using colleagues as a source of information – informational social influence – he will put his coat in the right place and take the appropriate amount of time for lunch.

Credit other relevant evaluation points.

23

AO3 = 4

Level	Marks	Description
2	3 – 4	Discussion of two criticisms is clear and coherent. Some detail/expansion may be lacking for 3 marks.
1	1 – 2	Two criticisms may be present but briefly stated/identified only. Alternatively, one criticism only may be presented.
	0	No relevant content.

Possible criticisms and discussion:

- Ethical issues: lack of informed consent, whether or not the consent gained was sufficiently informed; deception; lack of protection from psychological harm – whether or not the distress should have been anticipated.
- Zimbardo playing a 'dual-role'. Zimbardo's own behaviour affected the way in which events unfolded, thus the validity of the findings could be questioned.
- Methodological issues: sample bias; demand characteristics/lack of internal validity; lack of ecological validity/mundane realism and their implications for the findings.
- Accept positive points if justified: led to reform of real prisons; valuable insight into human nature, etc.
- Note that a discussion of two ethical issues/criticisms could gain full marks.

24

(a) [AO1 = 1]

Award one mark for a definition of compliance.

Possible answer: going along / agreeing with / conforming (to the group) publicly, but privately disagreeing (1).

Definitions of compliance as acceding to a request could be made relevant to this question.

(b) [AO1 = 2, AO2 = 2]

AO1

Award two marks for knowledge / identification of two factors that might affect whether or not Lisa and Sean will conform to the rest of the group. Likely factors: group size; social support / presence of an ally / dissenter; presence of a dissenter who then begins to conform; personality / self-esteem (of Lisa and Sean); opinion expressed in public; perceived competence / status of group members; attractiveness of the group; cohesiveness; culture. Accept task difficulty if appropriately justified. Accept other valid factors.

AO2

Award up to two marks for a brief explanation of how each of the chosen factors may affect conformity.

Possible answer: If the group size (1) is large / small this will increase / decrease the likelihood that Lisa and Sean will conform to the group (1).

Social support may affect conformity (1). As Lisa and Sean agree with each other, this will decrease the likelihood that they will conform to the rest of the group (1).

Credit explanations of why Lisa and Sean may or may not conform.

25

AO1 = 3

For each term, 1 mark for a brief outline and a further two marks for elaboration.

Internalisation is where the behaviour or belief of the majority is accepted by the individual and becomes part of his or her own belief system. It is the most permanent form of conformity as it usually lasts even if the majority is no longer present. This type of conformity is most likely to be linked to ISI.

For example: Internalisation is where you accept the group's beliefs as yours (1 mark). You change both your public and private views (2nd mark for elaboration) and it is a permanent change as you continue to think this even when not in the group (3rd mark for elaboration).

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[AO1 = 4]

- (a) D
- (b) C
- (c) B
- (d) A

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(a) **[AO3 = 3]**

One mark for identifying independent measures / groups / samples / unrelated design.

Up to 2 marks for an explanation of any relevant advantage of using this design in this study.

1 mark for an advantage, 1 mark for application to the study.

Possible answer:

As participants will either be approached by a confederate wearing uniform or a confederate in everyday clothing / as participants only take part in one condition (1), they are unlikely to guess the aim of the study / there are no order effects (1).

One mark can be awarded for an advantage that corresponds to an incorrectly identified design.

(b) **[AO3 = 2]**

Independent variable: whether the researcher was dressed in everyday clothing or a uniform / type of clothing.

Dependent variable: whether participants pick up litter / obey (or not) / the number of people who picked up a piece of litter.

No credit for "obedience" or "level of obedience" or "amount of obedience".

- Award both marks for correct IV and DV that are not labelled but are in the order of the question.
- Award 1 mark for correct IV and DV that are not labelled and are not in the order of the question ie DV then IV.
- No credit for either IV or DV **alone** (if not labelled).

(c) [AO1 = 1, AO2 = 2]

AO1

1 mark for knowledge of likely outcome:

More people will pick up litter in Condition B than in Condition A / fewer people will pick up litter in Condition A than in Condition B.

AO2

2 marks for an explanation of the results based on application of obedience research to the scenario.

Possible answer: the confederate's uniform (1), increased the legitimacy / authority / status of the demands or order given (1) or similar. Credit use of evidence as part of the explanation eg Bickman, Milgram.

(d) [AO2 = 1, AO3 = 1]

AO2

1 mark for plausible application of the issue to the study.

AO3

1 mark for knowledge / identification of a relevant ethical issue. Likely issues: (lack of) consent, opportunity to withdraw, deception, treating people with respect, protection from harm, confidentiality, debriefing.

Possible answer: An ethical issue in the study is lack of consent (1) because the researcher did not ask the participants if they wanted to be in the study (1).

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AO3 = 4

The data suggest that the confederates have a considerable influence on whether or not the participant obeys; candidates could consider the implications of the difference between 92.5% and 10%. They might consider whether the confederates are acting as role models, informing the participant how to behave. Credit could also include comparison of power of confederates with power of having the experimenter in the same room.

The question is not just asking candidates to describe the data in the table, but to consider the effect that the confederates have, to access the top bands answers need to be shaped to fit the question.

AO3 Interpretation of data
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of what the data suggest about obedience. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

29

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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AO2 = 4

There are various reasons why people obey:

- Legitimate authority
- Power of uniform
- Any other psychological explanation, if it is relevant to the scenario, is creditworthy.

On a train, it is likely that the ticket collector is seen as having legitimate authority and so will be obeyed, however another passenger does not have such authority and so is unlikely to be obeyed.

For full marks there must be explicit engagement with the stem.

AO2 Mark bands
4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of why people are more likely to obey a ticket collector than another passenger.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge why people obey on a train / ticket collector.
2 marks Basic analysis of unfamiliar situation Basic explanation of why people obey.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of why people obey, demonstrating very limited knowledge.
0 marks No creditworthy material.

30

AO3 = 6

Students may refer to one methodological and one ethical issue, or two ethical or two methodological issues.

There are a range of ethical issues that can be considered during the experiment.

- Protection from harm – participants were clearly distressed.
- While participants were in fact given the right to withdraw initially it was made very difficult for them to do so during the experiment. Students can only gain credit for right to withdraw if this is explained.
- Deception – participants were deceived at several stages of the study
- Informed consent – because of deception, participants were unable to give their full informed consent.
- Socially sensitive research eg the obedience alibi and the ‘Germans are different’ hypothesis are also creditworthy.

One mark for identification of the issue and a further 2 marks for elaboration.

The methodological issues can relate to the fact that this was an experiment, so it could be said to lack external validity as well as internal validity. In Milgram’s early versions he only used male participants, thus population validity is an issue. Any relevant methodological issue can be credited.

One mark for identification of the issue and a further 2 marks for elaboration.

31

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AO1 = 6

There are several explanations why people obey, such as:

- legitimate authority
- gradual commitment
- agentic shift
- lack of personal responsibility
- situational factors, eg role of buffers
- personality factors, eg authoritarian personality.

Students may offer one explanation in detail or more than one but in less detail. There is a breadth-depth trade-off here.

Merely identifying reasons without any explanation, maximum 2 marks.

<p>6 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people obey. There is appropriate selection of material to address the question.</p>
<p>5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding of why people obey. There is some evidence of selection of material to address the question.</p>
<p>3 – 2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding of why people obey, but lacks detail and may be muddled.</p>
<p>1 mark Very brief / flawed or inappropriate The student provides a explanation, which is very brief or flawed and demonstrates very limited knowledge of why people obey.</p>
<p>0 marks No creditworthy material.</p>

(a) AO1 = 6

Level	Marks	Description
3	5 – 6	Knowledge of two explanations of obedience is clear and accurate. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	Some knowledge of two explanations of obedience but there may be some detail missing/lack of clarity. There is some appropriate use of specialist terminology.
1	1 – 2	Some knowledge of an explanation of obedience is evident but lacks clarity/detail/links to obedience. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible explanations:

- Authoritarian personality: a collection of traits/dispositions developed from strict/rigid parenting; examples of traits – conformist /conventional/dogmatic; obedient/servile towards people of perceived higher status.
- Legitimacy of authority: of context/setting; genuineness/status of authority figure.
- Agentic shift/state: person ‘unthinkingly’ carries out orders; diffusion of responsibility.
- Accept other possible explanations: e.g. ‘foot in the door’/gradual commitment; credit situational ‘factors’ that affect obedience if these are presented as explanations.
- Accept details of Milgram's original study/variation/other obedience research as elaboration/illustration of the explanation.

(b) AO3 = 3

3 marks for brief evaluation of one of the explanations presented in 01. Full marks may be awarded for a single point fully elaborated or for a number of points briefly stated. Content will depend on the explanation chosen.

Possible explanations:

- Use of evidence/analysis of evidence to illustrate the validity of the explanation.
- Methodological evaluation of evidence (if used as commentary to assess the strength, or otherwise, of the explanation).
- Strengths and/or limitations of the explanation.
- Comparison with alternatives.

33

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- AO3 evaluation, analysis, interpretation.

[AO1 = 2, AO2 = 4]

AO1

Award 2 marks for an outline / identification of two factors, 1 mark per factor. Likely factors include: legitimacy of the system / location, legitimacy of the authority figure / uniform, proximity of the victim, proximity of the authority figure, personality type (authoritarian), social support, culture.

Accept other valid answers.

0 marks for 'proximity' without elaboration.

AO2

Award 4 marks for a brief discussion of how / why the chosen factor(s) affect obedience to authority. Maximum of 2 marks per factor.

Content will depend on which factor(s) are described. Credit use of evidence / real life examples to support the discussion of the factor(s).

Possible answer: if the authority figure wears a uniform (1) this increases obedience (1) as the authority figure looks more legitimate (1).

34

AO3 = 2 + 2

An advantage of research outside of laboratory settings is that it may be high in ecological validity, this means that the results can be generalised beyond the research setting.

A limitation of research outside of the laboratory settings is that there is a lack of control, other factors may have influenced the outcome.

Usually 1 mark for identification of the advantage / limitation and a further mark for elaboration. Examiners should be aware that sometimes a very concise answer can gain both marks.

35**AO1 = 4**

Level	Marks	Description
2	3 – 4	Knowledge of the procedures and findings of Zimbardo's research into conformity to social roles is clear and mostly accurate.
1	1 – 2	Knowledge of procedures and findings are both incomplete/partly accurate. For 1 mark there may be some detail of procedures but no findings or vice versa.
	0	No relevant content.

Possible content:

- Procedure: details of the sample, the basic set-up, how participants were recruited, processes used to deindividuate/establish roles, etc.
- Findings: increased passivity of the 'prisoners' in the face of increased brutality of the 'guards'; study abandoned after 5 days; pathological reactions of the prisoners, etc.

Credit other relevant information.

36**AO1 = 4**

There are several reasons why people obey:

- Presence of legitimate authority
- Authority takes responsibility for consequences
- Gradual commitment
- Personality factors (eg authoritarian personality)
- Being in the agentic state
- Situational factors (eg role of buffers).

For each explanation, 1 mark for a basic answer and a further mark for elaboration. For example, one reason people obey is due to gradual commitment (1 mark). This is where you are told to do something small and gradually the orders become more extreme but by then you can't say no (further mark for elaboration).

37

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 4**

For each issue, 1 mark for identification of issue and a further mark for elaboration. For example, one issue is deception; Milgram deceived participants into believing that they had an equal chance of being the teacher or learner, when in fact it was rigged.

The ethical issue could be for either the participant or the experimenter.

(b) **AO3 = 2**

1 mark for identification of a way of dealing with the issue and a further mark for elaboration.

For example, deception could be dealt with by debriefing the participant. It would have to be explained why it was necessary to deceive them and answer any questions that they might have wanted to ask, as well as reassuring them.

If the answer could apply to either ethical issue it is credit-worthy. The candidate doesn't need to specify which ethical issue they have chosen to deal with.

38

AO1 = 4 (2+2)

1 mark for identification and a further mark for elaboration (× 2).

There are several reasons why people obey:

- Agentic state – the individual sees himself or herself as the agent carrying out the order.
- Gradual commitment – having agreed to do something, it is difficult to then change your mind. This is similar to the “foot-in-the-door” technique.
- Legitimate authority – whereby the person giving the order is seen to have the right to do so.
- Presence of buffers – a buffer is anything that prevents the person from having to acknowledge the consequences of their actions.

For example, people obey when they are in the agentic state (1 mark). This means that they see themselves as an agent who is obliged to carry out the orders of someone else, rather than being autonomous (elaboration for a further mark).

39

AO3 = 2

There are several ways in which Milgram's work has been criticised as being unethical:

- Deception – participants were deceived in many ways, the initial advert, the selection of teacher and learner, the fake shocks etc.
- Lack of informed consent – because they were deceived participants could not give their full informed consent.

- Harm – some participants suffered extreme stress reactions, as well as embarrassment and the feelings of being used.

For example, one aspect of Milgram's work that was unethical was the fact that some participants were harmed (1 mark). Some were seen to sweat; tremble and shake with the stress in fact some even had seizures (a further mark for elaboration). Candidates do not have to name the issue itself, but should receive credit if they do.

40

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AO1 = 6

AO2 = 6

There are several reasons why people obey. Research has suggested that we obey those with legitimate authority; we accept that they have the right to tell us what to do. The process of gradual commitment also causes people to obey, by the time they realise just what they are doing, it is almost too late to stop. Milgram proposed the agency theory to explain why we obey, in an agentic state we are much more likely to obey than if we are in an autonomous state. If people do not have to acknowledge the outcome of their actions they are more likely to obey.

Candidates could offer several explanations in less detail or one or two explanations but in much more detail.

The evaluation could consider how effective these explanations are, whether there is any empirical support, what conditions are necessary for the obedience to occur and what helps people to resist obedience.

Descriptions of Milgram's research can be credited depending on how it is *used*. For example, using his research to illustrate the effect of buffers or of gradual commitment.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>6 marks Accurate and reasonably detailed</p> <p>Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people obey. There is appropriate selection of material to address the question.</p>	<p>6 marks Effective evaluation</p> <p>Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p>5 – 4 marks Less detailed but generally accurate</p> <p>Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>	<p>5 – 4 marks Reasonable evaluation</p> <p>Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p>3 – 2 marks Basic</p> <p>Basic explanation that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>	<p>3 – 2 marks Basic evaluation</p> <p>The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p>1 mark Very brief / flawed or inappropriate</p> <p>Very brief or flawed explanation demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.</p>	<p>1 mark Rudimentary evaluation</p> <p>The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p>0 marks</p> <p>No creditworthy material.</p>	<p>0 marks</p> <p>No creditworthy material.</p>

41**AO3 = 4**

For each issue, 1 mark for identification of issue and a further mark for elaboration. For example, one issue is deception (1 mark); Milgram deceived participants into believing that they had an equal chance of being the teacher or learner, when in fact it was rigged (further mark for elaboration).

Right to withdraw is only an ethical issue in terms of it being made difficult to withdraw. Milgram did in fact give his participants the right to withdraw at the very start of the experiment; however he then made it very difficult for them to do so. Simply stating 'there was no right to withdraw' will not gain credit.

Explanation doesn't have to explicitly refer to Milgram's research.

42**AO3 = 4 (2+2)**

Strengths of Milgram's Methodology:

- Can easily be replicated, therefore reliability can be assessed.
- It is easier to control the variables, so that it is only the independent variable that is being manipulated.
- Can determine whether the IV does cause the DV to change, causal conclusions can be drawn.

Limitations of Milgram's methodology:

- As the situation is often artificial, there is a loss of external validity.
- Demand characteristics may cause participants to behave in ways that are not normal.
- Investigator effects can also cause participants to behave differently.

For example, a strength is that in a laboratory experiment it is easier to control all the variables (1 mark). This means that you can see whether the independent variable is the one affecting the dependent variable and not some other variable (elaboration for a further mark).

43

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AO1 = 4

AO2 = 4

AO1: There are many explanations why people resist pressure to conform.

- Having an internal locus of control
- Confident personality
- Prior commitment
- Social support of ally
- Reactance

Credit alternative explanations where relevant, such as factors, culture, gender etc.

AO1 Knowledge of explanations why people resist pressure to conform
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more explanations of why people resist the pressure to conform. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief / flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

AO2: The commentary may be a consideration of how well the explanation(s) explain resistance. Or it could be use of empirical evidence to support the explanation. Simply describing evidence would not gain AO2 credit. For example there are several studies that demonstrate the impact of reactance (e.g. Bushman et al; Hamilton et al). As the question requires students to discuss, credit can be given for wider discussion points, such as implications and consequences.

AO2 Commentary on explanations of why people resist pressure to conform
4 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. There is some evidence of selection of material to address the question.
2 marks Basic The use of material provides only a basic commentary. Basic evaluation of research. There is little evidence of selection of material to address the question.
1 mark Very brief / flawed or inappropriate The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.
0 marks No creditworthy material.

EXAM PAPERS PRACTICE

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. One explanation at Level 4
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. One explanation at Level 3
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for description / elaboration of at least two explanations of defiance of authority. Likely explanations: the influence of disobedient role models / presence of social support; internal locus of control - being in an autonomous state; past experience. Also credit the inverse of factors / explanations usually used to explain obedience to authority, eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting; (lack of) authoritarian personality. Credit description of relevant evidence up to two marks.

Likely studies include Milgram 1963, 1974, Bickman 1974, Hofling 1966, Feldman and Schelbe 1972, Gamson 1982, Hamilton 1978, Rochat and Modigliani 1995.

AO3

Marks for discussion of at least two explanations of defiance of obedience. Use of evidence to support / illustrate the influence of the explanations chosen, eg specific studies of defiance and / or variations of Milgram's basic experiment that demonstrated increased defiance. Discussion of the wider implications of the explanations, eg in real-life situations of defiance. Credit any other social psychological concepts that are appropriately applied to defiance of authority. Comparison of relative power of explanations. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations eg use of specific studies.



EXAM PAPERS PRACTICE

Level	Marks	Description
4	13 – 16	Knowledge of two explanations is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of two explanations is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of two explanations is present but is vague / inaccurate or one explanation only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of explanation(s) is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

EXAM PAPERS PRACTICE

AO1 Content

Knowledge / description of two explanations of resistance to social influence (usually those named on the specification and implied in stem):

- locus of control – people with an internal locus of control more likely to resist pressure to conform and less likely to obey than those with an external locus of control; people with an internal locus of control believe they control own circumstances; less concerned with social approval. Credit measurement of locus of control (Rotter, 1966)
- social support – defiance / non-conformity more likely if others are seen to resist influence; seeing others disobey / not conform gives observer confidence to do so; description of forms of social support – disobedient role models (obedience), having an ally (conformity); explanation of why these produce resistance, eg breaks unanimity of group in conformity situations, challenges legitimacy of authority figure.

Credit other acceptable explanations of disobedience / defiance and non-conformity, eg:

- being in an autonomous state; previous experience; gender; culture; high level of moral reasoning; reactance / the 'boomerang effect'.

Credit also the inverse of factors usually used to explain conformity and obedience, eg (lack of) uniform; (increased) distance between participant and victim / authority figure; (reduced) group size; (lack of) ambiguity of task.

Credit knowledge of relevant evidence, eg Gamson et al (1982), Schurz (1985), Feldman and Scheibe (1972), Milgram (1963), Asch (1951).



EXAM PAPERS PRACTICE

AO2 Possible application:

- Jack suggests that dispositional factors in resisting social influence are more important
- Sarah indicates that situational factors are more powerful
- 'strong personality' could be read as having an internal locus of control that makes someone better able to resist social influence
- 'what other people are doing at the time' relates to whether 'they' are seen to be conforming / obeying, suggesting social support is influential in resisting social influence.

AO3 Possible discussion points:

- commentary on two explanations of resistance to social influence
- use of evidence to support / illustrate the influence of the explanations chosen, eg specific studies of defiance / non-conformity and / or variations of Asch's and / or Milgram's basic experiments that demonstrated increased resistance
- use of real-world examples to illustrate the explanations
- other social psychological concepts / processes used to support discussion of the explanations, eg influence of social support may be explained by reduced normative pressure, minority influence
- comparison / analysis of the relative power of the explanations
- discussion / analysis of different forms of resistance, eg independent behaviour vs anti-conformity.

Credit other relevant discussion points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations.

46

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(a) [AO1 = 2, AO2 = 2]

AO1

Award up to two marks for an outline of the Authoritarian Personality as an explanation for obedience to authority.

Likely points: a collection of traits / dispositions; developed from strict / rigid parenting; conformist / conventional / dogmatic; obedient / servile towards people perceived as having higher status / harsh towards people perceived as having lower status; reference to F-scale as a way of measuring personality type.

One mark only for a list of traits.

Accept other valid answers.

0 marks for simply saying 'obedience is more likely'.

AO2

Award up to two marks for discussion which may be for two brief points or a single point that is elaborated.

Likely points: measurement of authoritarianism relies on self-report (F-scale) data which may be unreliable; contrast with situational factors (Milgram) eg proximity of authority figure, may have greater influence on obedience levels; difficulty in establishing cause and effect between authoritarianism / parenting style and obedience; explanation cannot easily account for obedience of entire social groups / societies.

Credit use of evidence as part of the discussion.

(b) [AO1 = 2]

Award up to two marks for an outline of one psychological explanation for defiance.

Award one mark for identification / brief outline of a relevant explanation and one mark for elaboration / expansion which could be through an example.

Likely explanations: the influence of disobedient role models / social support; being in an autonomous state; past experience; opportunity to question the motives of the authority figure; personal conviction.

Also credit the inverse of factors / explanations usually used to explain obedience to authority eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting.

Credit descriptions of evidence used as elaboration / expansion eg detail of Milgram's variations that led to an increase in defiance.

Do not credit reference to increase in defiance / decrease in obedience alone.

47

AO1 = 4

Locus of control is how much a person believes that they have control over their own behaviour.

This is usually measured along a scale with internal control at one end and external control at the other. Internal control refers to those people who see that they have a great deal of control over their own behaviour and will take responsibility for their actions. External control refers to those who believe that their behaviour is controlled by other forces such as luck or fate.

1 mark for a brief outline such as “ how much control someone thinks they have”. Further 3 marks for elaboration, such as including reference to internal and external locus of control. Candidates may choose to illustrate their answer using other parts of the specification (eg stress).

There is a breadth / depth trade off here; candidates might focus on the ways of measuring locus of control, internal and external control etc (ie depth). Others may consider the measurement as well as looking at other areas of the specification (ie breadth). Clearly both strategies are acceptable and both are equally credit-worthy.

48

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AO1 = 4

People resist pressure to conform for a variety of reasons:

- Desire for individuation
- Have an internal locus of control
- Support of colleague
- Prior commitment
- Dispositional Factors
- Models of independence / non-conformity
- Exposure to dissent.

Credit any other relevant explanation. Students may offer one explanation in detail or more than one but in less detail. There is a breadth-depth trade-off here.

Merely identifying reasons without any explanation, maximum 2 marks.

<p>4 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people resist pressures to conform. There is appropriate selection of material to address the question.</p>
<p>3 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding of why people resist pressure to conform. There is some evidence of selection of material to address the question.</p>
<p>2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding of why people resist pressure to conform but lacks detail and may be muddled.</p>
<p>1 mark Very brief / flawed or inappropriate The student provides an explanation, which is very brief or flawed and demonstrates very limited knowledge of why people resist pressure to conform.</p>
<p>0 marks No creditworthy material.</p>

49

AO2 = 4

Reasons why people are less likely to obey might include:

- Not accepting that the person giving the order has legitimate authority
- Questioning the motives of the person giving the order.

Any other reason for resisting obedience which has been made relevant to the stem.

Candidates could consider one reason in detail or more than one but in less detail.

One mark for identifying the reason(s) and further marks for elaboration.

50

AO1 = 2

There is one mark for identification of a relevant reason and a further mark for elaboration of the reason. Possible reasons why people resist the pressure to conform might include:

- Individual differences – people with high self-esteem or no need for social approval are less likely to go along with the group.
- Cultural factors – individuals from societies that stress the importance of personal determination (eg individualistic cultures) are more likely to resist the pressure to conform than those from collectivist societies.

- Presence of allies – if there is another person who also disagrees, it is easier for the individual to resist the group pressure.
- The composition of the group – if the people in the group are perceived to have less knowledge than the individual (or low status) it is easier to resist the pressure.

Any other relevant response can receive credit.

51

AO2 = 7

Level	Marks	Description
4	6 – 7	Knowledge of conformity and minority influence research/concepts is clear and generally well detailed. Application to the situation described is clear and effective. The answer is coherent with appropriate use of terminology.
3	4 – 5	Knowledge of conformity and minority influence research/concepts is evident. There is some effective application to the situation described. The answer is mostly clear and organised but may lack clarity in places. Specialist terminology mostly used effectively.
2	2 – 3	Knowledge of conformity and/or minority influence research/concepts is limited. Application to the situation described may lack clarity or be inappropriate. The answer may lack accuracy and organisation. Specialist terminology used inappropriately on occasions.
1	1	The answer constitutes little more than a 'list' of concepts related to conformity and/or minority influence. There is no attempted application.
	0	No relevant content.

Possible content:

- Factors affecting minority influence: the student body are more likely to be convinced if the group of students are consistent, committed and show flexibility in their views.
- Credit examples of how the students might demonstrate this.
- Credit application of explanations of minority influence: e.g. social cryptoamnesia; the snowball effect; social impact theory.
- Application of variables affecting conformity, including group size (the campaigning group is 'small', the student body is the majority); unanimity (there may be other students who agree with the small group); etc.
- Credit application of explanations of conformity: e.g. explanations of how views may change through informational social influence/internalisation.

52(a) **AO2 = 4**

- (i) Petra is showing external locus of control.
- (ii) Dan is showing an internal locus of control.
- (iii) George did not put his name forward as he was obeying his father, someone who he is likely to see as a legitimate authority figure. Candidates could indicate that it was obedience that caused George's behaviour. They might also refer to the influence of an authority figure.

(b) **AO2 = 4**

The student who is most likely to resist pressure to conform is Dan. He has an internal locus of control and research has suggested that those people who believe that they are in control of their environment are less likely to conform. These personality types are much more likely to behave independently. Dan's attributional style allows him to resist the pressure to conform. Another reason could be gender. Males have been shown to be more independent than females.

<p>4 marks Effective explanation Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why Dan behaved in this way.</p>
<p>3 marks Reasonable explanation Less detailed but generally accurate explanation that demonstrates knowledge and understanding of resistance to conformity.</p>
<p>2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding of resistance to conformity but lacks detail and may be muddled.</p>
<p>1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge.</p>
<p>0 marks No creditworthy material.</p>

53

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- AO2 application (of psychological knowledge)
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AO1 = 4

Locus of control is how much a person believes that they have control over events that happen in their lives. This is usually measured along a scale with internal control at one end and external control at the other. Internal control refers to those people who see that they have a great deal of control over their own behaviour and will take responsibility for their own actions. External control refers to those who believe that their behaviour is controlled by other forces such as luck or fate.

No reference to internal / external limit to max 2 marks.

AO1 Knowledge of locus of control
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of locus of control. There is appropriate selection of material to address the question and explicit reference to internal and external control.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question and explicit reference to internal and/or external control.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Level	Marks	Description
3	5 – 6	Knowledge of social influence processes related to social change is clear and generally well detailed. Application to changing views of homosexuality is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3 – 4	Knowledge of social influence processes related to social change is evident. There is some effective application to changing views of homosexuality. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1 – 2	Knowledge of social influence processes related to social change is limited. Application to changing views of homosexuality is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Application of social influence research to changing views of homosexuality from the following:

- factors affecting minority influence including consistency, commitment and flexibility
- social change occurs when minority view, eg Gay Rights campaigners, challenges majority view and is eventually accepted as the majority
- theory related to conformity such as informational social influence and / or internalisation
- influence of obedience, eg changes to the laws making equal rights more of a social norm
- credit other relevant points, eg influence of media, as long as they are rooted in sound psychology
- can also credit theories linked to minority influence, eg social impact theory, snowball effect, social cryptoamnesia.

55

AO2 = 4

Level	Marks	Description
2	3 – 4	Explanation of how psychology / social influence research might affect the economy is clear. There is effective application to the example of eating healthily. The answer is generally coherent with effective use of terminology.
1	1 – 2	There is limited / partial explanation of how psychology / social influence research might affect the economy. There is limited application to the example of eating healthily. The answer lacks coherence. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- Social influence research tells us how behaviour and attitudes can be changed: eg how minority influence can be exerted or how people tend to conform to perceived norms (or reference to any other relevant social influence process).
- In this case, the resulting change of eating more healthily means that people should be more healthy.
- Economic implication: eg saves health service / care resources; means less time off work sick.

Credit other relevant information.

56

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AO2 = 6

For a minority to be successful in bringing about social change, it needs to be consistent, flexible and non-dogmatic. It helps if the members of the minority have an internal locus of control and can show that they have the skills with which to challenge the beliefs and attitudes of the majority. So the advice to the environmental group would be to remain consistent in their views when talking to members of the majority. Moscovici's research demonstrated that consistency was an effective strategy. It would also help if the environmental group could demonstrate that they were not acting out of self-interest, but because they believe that using public transport or bicycles is the best policy. They are not going to gain anything for themselves if people start following their behaviours. If they can also show that they have made personal sacrifices, such as having given up using their own cars, then they would be much more likely to have an effect on the majority. For full marks, there must be explicit engagement with the stem.

AO2 Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change
6 marks Effective analysis of unfamiliar situation Effective advice that demonstrates sound knowledge of how minority influence can bring about social change and what the environmental group should do.
5 – 4 marks Reasonable analysis of unfamiliar situation Reasonable advice that demonstrates knowledge of how minority influence brings about social change.
3 – 2 marks Basic analysis of unfamiliar situation Basic advice of how minority influence brings about social change.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled advice or just an explanation of how minority influence brings about social change.
0 marks No creditworthy material.

57

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 6

There are various ways in which social influence research can help explain social change and examiners must be aware of the wide range of possible answers here. However, social change refers to the change that occurs in a society and not at the individual level.

- Minorities bring about social change by being consistent, flexible and non-dogmatic. Through social crypto-amnesia and the snowball effect, gradually the minority turns into the majority.
- Dictators can bring about social change through power and through the process of obedience.

Detailed descriptions of studies (eg Moscovici) are only relevant if they are used effectively to show how they have helped our understanding.

Research can refer to either theory or study.

AO1 Mark bands
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of how social influence research helps our understanding of social change. There is appropriate selection of material to address the question.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3 – 2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief / flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

58

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AO2 = 4

Unlike majority influence, which maintains the status quo, minority influence brings about social change. If a minority is consistent, flexible and non-dogmatic, they can challenge the beliefs held by the majority. Over time, through the snowball effect the minority becomes the majority and their beliefs become widely held. Sometimes through social crypto-amnesia, the original source of the influence is forgotten. Candidates may refer to research such as that by Moscovici, but the focus of the answer should be on explaining social change, rather than on describing his research itself.

AO2 Explanation of minority influence in social change
4 marks Effective explanation Effective explanation that demonstrates sound knowledge of the role of minority influence in social change.
3 marks Reasonable explanation Reasonable explanation that demonstrates knowledge of the role of minority influence in social change.
2 marks Basic explanation Basic explanation of the role of minority influence in social change.
1 mark Rudimentary Rudimentary, muddled, explanation of the role of minority influence in social change demonstrating very limited knowledge.
0 marks No creditworthy material.

59

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- Minorities bring about social change by being consistent, flexible and non-dogmatic. Through social crypto-amnesia and the snowball effect gradually the minority turns into the majority.
- Dictators can bring about social change through their power and through the process of obedience.

Detailed descriptions of studies (eg Moscovici) are only relevant if they are used effectively to show how they have helped our understanding.

Research can refer to either theory or study.

<p>4 marks Effective explanation Effective explanation that demonstrates sound knowledge of how social influence research can explain social change.</p>
<p>3 marks Reasonable explanation Reasonable explanation that demonstrates knowledge of how social influence research can explain social change.</p>
<p>2 marks Basic explanation Basic explanation of how social influence research explains social change.</p>
<p>1 mark Rudimentary Rudimentary, muddled, explanation of how social influence research can explain social change demonstrating very limited knowledge.</p>
<p>0 marks No creditworthy material.</p>

60

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO2 = 6

Social change occurs when a minority view challenges the majority view and is eventually accepted as the majority. This can take place in several ways, such as social impact theory, the snowball effect, social cryptoamnesia, or the views and beliefs of a powerful individual. Research into minority influence by Moscovici and Nemeth can be used to explain how this change happens. In the example of recycling, while the idea started with the minority of individuals, it is now a common behaviour (majority influence). Many schools are now actively teaching the importance of recycling and local authorities are introducing new schemes to encourage recycling. The majority of homes in the country have some form of recycling facility provided by their local authority. Through the snowball effect, what was originally a minority belief, the importance of recycling, has become a majority behaviour and accepted as the social norm.

Candidates need to use their knowledge of how social change occurs and apply it to recycling. Candidates may draw on other parts of the specification, such as attitude change, the role of the media and if it is sound psychology, this can clearly gain credit.

6 marks Effective analysis and application Effective explanation that demonstrates sound knowledge of the psychology of social change as applied to recycling.
5 – 4 marks reasonable analysis and application Reasonable explanation of the psychology of social change as applied to recycling.
3 – 2 marks Basic analysis and application Basic explanation of the psychology of social change.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled consideration of the psychology of social change, demonstrating very limited knowledge.
0 marks No creditworthy material.

Examiner reports

2 Students showed extremely good understanding of NSI and ISI and were able to apply their knowledge very effectively to the scenario.

3 (a) The majority of students were able to offer an adequate definition of normative social influence and were awarded both marks. There was occasional confusion with informational social influence, although this was much less in evidence than in previous series. Many students supplemented their definition with an example and, although a little redundant as not required by the question, this did at least underline their thorough understanding.

(b) Again, most students coped comfortably with this question and were able to apply their knowledge effectively to the scenario. Having defined the concept above, many took a fairly economical route - suggesting that Andrea would, 'dress more smartly in future'... 'to fit in', and earned two marks as a result.

4 The majority of candidates were able to correctly select A and C.

5 Candidates showed good knowledge and many were able to gain full marks.

6 (Multiple choice question)

7 In (a), candidates could either outline a method or refer to a specific psychologist, or indeed a mixture of both. However, there were only two marks available, so a concise answer naming an appropriate study and identifying the method could gain both marks. Reference to studies that were not relevant to conformity, such as Milgram's experiment (obedience) or Moscovici's experiment (minority influence), were not credit-worthy. Many candidates offered ethical issues as a limitation, but this is not a limitation of the method per se. Those candidates who offered, for example, ecological validity or demand characteristics as a limitation of the experimental method, were able to gain full marks and also do well on part (c) too. It is worth reminding candidates to read the whole question through before answering it; their answer to (b) has implications for their answer to (c).

8 Despite the very clearly worded question, many candidates failed to answer it appropriately, simply describing normative social influence rather than compliance. They failed to make the point that with compliance there can be a change in public but not private views.

9 This question was answered well.

10

This question required candidates to draw conclusions from data, but many could not help going beyond the graph and interpreting the findings in terms of conformity research (Asch, NSI, ISI etc). The question did not require an explanation, but only what the chart showed. Many candidates did not gain many marks because they adopted the wrong approach.

11

Candidates showed good knowledge and many were able to gain full marks.

13

This was one of the most disappointing questions to mark, given how simple and straightforward a question it was. Candidates seemed to struggle to present 4 marks worth of straight description of why we conform. If the question had been a short answer one: give two explanations why people conform, it is likely that the vast majority of candidates would score full marks. Many candidates were absolutely determined to describe in incredible detail the conformity studies, with absolutely no reference to the question. Clearly studies could have been made relevant as commentary, supporting the types of conformity, but they were seldom used effectively. The more successful answers started with NSI and linked it to compliance, and then ISI linking it to identification / internalisation and so why people conform was clearly stated.

14

There were some excellent answers to this applied question. Candidates were able to explain which girl was showing internalisation and which girl was showing compliance; or which girl demonstrated informational social influence and which girl demonstrated normative social influence.

15

Candidates seemed well-prepared for this question. The main problem was the way in which some candidates used examples as elaboration.

16

This was one of the questions most AS psychology students wanted to come up on the paper yet the quality of most answers was what at best could be described as basic. It was both surprising and disappointing, given the straightforwardness of this question, how poorly students performed. The biggest problem seemed to be that weaker students appeared to think that any study of social influence would be credit-worthy. It was worrying to see that many students offered Milgram, Hofling and Moscovici as studies of conformity. Students need to understand that there are different forms of social influence and in particular conformity (majority influence) is a different form of influence to minority influence.

The most common study described was that of Asch, including the variations. The description of his procedures was usually given in reasonable detail, but there was some lack of clarity when it came to reporting his findings, very few could cite them accurately. Other research included Sherif and Zimbardo, but surprisingly few seemed to know about the work of Perrin and Spencer, or even use it to evaluate Asch.

Research could also include explanations and types of conformity, both received credit. The evaluation was for the most part very superficial and generic, commenting on the ethics of the studies, their lack of ecological validity etc. These are all points that could have yielded good commentary, but most students merely presented in a restricted manner, in many cases little more than a list. Teachers may wish to alert students that if an evaluative point is basic repeating the same points for every study they present does not raise the quality of the evaluation to reasonable. The evaluation remains basic no matter how many times it is presented.

Better evaluation was specific to the study described, such as Asch's research being a "child of its time" and era dependent. Students should be encouraged to try and make sure that their commentary is pertinent to the study they are evaluating, rather than a generic comment that could apply to any study.

17

Candidates seemed well-prepared for this question. The main problem was the way in which some candidates used examples as elaboration. Simply writing "this was shown in Sherif's study" but without any attempt to explain how or why would gain no credit.

18

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19

Generally, this was not one of the better answered essay questions on the paper, although most students did at least score within the mid-range of the mark scheme. There were many answers couched from an 'obedience' perspective: less successful students perhaps focussed on the material that had gone before and the description in the stem. Many students approached the essay as if they had been asked about 'explanations of conformity', presenting unfocused material describing 'normative' and 'informational influence'. Whilst this could have been used as a way of accessing AO2 marks to explain the effects of stated factors, this was often not the case. Very long descriptions of the Asch and / or Sherif experiments were commonplace, where the influence of relevant factors was not made explicit. There was also much generic methodological evaluation of these studies which tended not to add anything to the overall quality of the answer. For future reference, it might be worthwhile for teachers to limit 'factors' to the most obvious variables that have been studied in historical research. Factors such as 'self-esteem', though relevant, tend to restrict students in terms of AO2 marks, in the absence of relevant evidence.

20

Students were generally well prepared for this question. Better answers not only explained the term by reference to public / private change of behaviour or belief but also with reference to the duration of the change itself. Others made use of Informational Social Influence (ISI) and Normative Social Influence (NSI) as well. Students should be careful when providing examples of conformity, often they added very little to what had already been given.

21

The main pitfall here was for those students who did not appreciate that the word discuss requires both AO1 and AO2. Most students were able to write at great length about Asch (including the variations) Sherif and Zimbardo. There were some impressive answers, with accurate and detailed knowledge of one or more relevant studies. However, many of these students did not appreciate that they also were required to evaluate these studies and some failed to gain any AO2 credit. However, for many, there was still confusion about the terms conformity and obedience, with lengthy descriptions of Milgram, Bickman and Hofling, none of which are relevant to a question on conformity. It is also worth noting that Moscovici was a study investigating minority influence and not a study of conformity (majority influence).

Students did not perform quite so well with AO2; many answers were generic, offering little more than the fact that laboratory experiments lack ecological validity. The misunderstanding of the terms ambiguous and unambiguous is quite important when criticising both Asch and Sherif.

24

- (a) This question was mostly answered correctly, although some responses did not refer to private disagreement, or were confused with obedience.
- (b) There were many answers that successfully accessed all four marks. However, the common misunderstanding of mixing up explanations and factors was evident in a number of answers which focused on discussion of normative and informational social influence rather than factors such as social support or group size. Some failed to obtain the second mark for one or both factors, as they merely stated that the factor would affect conformity, but did not explain how.

25

Students were generally well prepared for this question. Better answers not only explained the term by reference to public / private change of behaviour or belief but also with reference to the duration of the change itself. Others made use of Informational Social Influence (ISI) and Normative Social Influence (NSI) as well. Students should be careful when providing examples of conformity, often they added very little to what had already been given.

27

- (a) The majority of students were able to successfully identify 'independent measures' as the experimental design, although many confused 'design' with 'type of experiment', usually 'field', and failed to access any marks. 'Repeated measures' was also often stated though in these cases, students were at least able to access one mark if the advantage corresponded with the design they had given. Many students failed to make an appropriate link to the study described in their answer. However, some managed this by virtue of the fact that they went on to define 'independent measures' as 'participants only take part in one condition', thus the application in their answer was implied.
- (b) This question was generally well answered with the Independent Variable (IV) and the Dependent Variable (DV) appropriately operationalized. Unfortunately, several students got these the wrong way round. Students should be reminded that it is best to state variables in an 'operational' form eg the DV could be given as 'number of people who picked up litter' but 'obedience' or 'level of obedience' would not gain credit.
- (c) This question was generally very well answered with many students referring to the idea that a 'uniform' gives 'legitimacy to the authority figure / the orders', alongside an accurate likely outcome. However, some students did not state the likely outcome in terms of groups A or B in their answer. Other students offered only the outcome and so failed to access additional marks for 'explanation'. Some simply cited relevant evidence (usually Milgram or Bickman) without developing these into a coherent argument.
- (d) The vast majority of students gained both marks for this question. Of those that did not, 'psychological harm' proved to be a less suitable choice of issue as it was difficult to link to the information available in the stem. Some students correctly identified '(lack of) consent' as an issue but then did little more than re-state the same phrase as part of their 'link' to the study / experiment described.

28

Better students were able to extract the relevant information from the table and use it effectively. They considered the baseline of 65% (no confederates) and then compared it to the other two conditions, 92.5% and 10%, which showed the power of confederates. They were also able to comment that in fact the disobedient confederates seemed to have more power than the obedient ones, perhaps by providing role models or allies.

Since this question only asked about the confederates, reference to the third condition (experimenter in different room) was not credit-worthy. This illustrates the need for students to read the question carefully and select and shape their answer accordingly.

A significant number of students confused conformity and obedience and used these terms interchangeably. They seemed to forget that this data referred to Milgram's experiment into obedience and seemed to think that the confederates were a majority.

29

This is a question which requires students to apply their knowledge to an unfamiliar situation. It is not simply asking them to describe reasons why people obey; for top mark bands there must be explicit engagement with the scenario. Some students simply explained obedience without any attempt to engage; others provided lengthy descriptions of studies such as Bickman's, without any attempt to use it effectively. Better answers focused on the legitimate authority of the ticket collector, his uniform, his power and the fact that there could be consequences if he is not obeyed (being thrown off the train).

30

Students were very well prepared for this question, with some excellent answers demonstrating good understanding of a range of criticisms. However, the pitfall here seemed to be for those who felt compelled to explain how Milgram overcame the criticism, or to justify why, for example, he had to deceive his participants. Often students could identify the criticism, but could not explain why it was a criticism; they were more successful with methodological criticisms than with ethical ones.

31

Apart from those students who confused obedience with conformity, most answers were well informed. Many students made good use of Milgram's research to expand and elaborate their reason, such as presence of legitimate authority, role of buffers and gradual commitment.

33

Many students gained five or all six of the available marks for this question. The vast majority were able to identify factors in obedience, the most popular being 'proximity of the authority figure', or those built around the concept of legitimacy such as 'context / location' and 'uniform'. Most could explain the effect of each factor on obedience also. Detail of Milgram's variations were typically used to support discussion, as were alternative studies eg Bickman. Those students who lost marks tended to offer vague examples, explanations or inaccurately used variations.

34

On the whole, most candidates achieved full marks on this question. A few candidates lost marks by misreading it, ie giving an advantage where the disadvantage was required and vice versa. Teachers should emphasise the need to read the question carefully before attempting to answer it.

36

This question was also answered very well by the majority of candidates, with a range of answers including legitimate authority, gradual commitment, agentic state etc. Unfortunately, there was a notable minority who confused conformity with obedience.

37

- (a) Generally very well answered, although some candidates did not fully understand that in fact Milgram **did** give his participants the right to withdraw at the very start of the experiment. However, he made it extremely difficult for them to do so throughout the study.
- (b) Most candidates could offer a way to resolve the ethical issues eg debriefing and some could then go on to elaborate this by saying how it would be done. Some candidates just repeated themselves rather than explain how to resolve the ethical issue.

38

This question produced some very good answers, with the majority of candidates getting full marks; the most common answers were legitimate authority and elaborated through a consideration of a variation of Milgram's research. The second most common answer was the genetic shift where the elaboration came through reference to Milgram's original research.

39

Some candidates did not always name the ethical issue, they were still able to gain full marks by showing a good awareness of why it was an ethical issue and the contributing factors.

40

It seems as if the word "obey" triggers a Pavlovian response in candidates to detail the entirety of Milgram's research in minute detail. Some of these detailed descriptions went on for over a page and a half, without any attempt to answer the question. These candidates often followed their lengthy descriptions with evaluation in terms of ethics and validity. The question was explicit in what was required from the candidate but many paid no heed whatsoever and consequently gained no marks. On the other hand, those candidates who read the question carefully and understood that it was about explanations of why people obey were able to use their knowledge of Milgram very effectively. For example, they were able to use his experiments to illustrate gradual commitment, the role of buffers, the role of legitimate authority, etc.

Perhaps the responses to this question reflect the need for some candidates to spend more time on exam skills, such as the importance of reading a question carefully and structuring their answers to meet the requirements of the specific question.

41

This was also answered very well, with the most common ethical issues being lack of informed consent, deception and lack of protection from harm.

It is worth noting that in fact Milgram *did* inform all his participants of their right to withdraw at the very start of the study. However, he then made it difficult for participants to leave. If students chose to use right to withdraw as their ethical issue, they did need to show awareness of how it applied to Milgram.

42

This question was more difficult because they did not read the question carefully. Those candidates who did appreciate that this was a methodology question found the limitations easier than the strengths. Limitations such as the lack of external validity, population validity and demand characteristics were used effectively. Some candidates were able to comment on the strength of a laboratory experiment is the degree of control over the variables and the ability to replicate the study allows reliability to be checked.

43

As mentioned in the introduction, it is very important that students read the question carefully and make sure that they understand what the question requires them to do. The term discuss requires both AO1 and AO2 to be demonstrated. Students must be able to show that they are using their material as commentary; it needs to be clearly signposted as such. Merely describing a study that illustrates an explanation is not commentary. It is not enough just to say the study supports / challenges the explanation. For students to receive AO2 credit they need to explain how or why the findings of the study support or challenge the explanation being discussed. Consequently, many answers gained full marks for AO1 but few, if any marks, for AO2. Yet again, as seen in other answers far too many students discussed explanations of obedience, with reference to the role of legitimate authority. Students must understand that conformity and obedience are different forms of social influence.

44

This was probably the most poorly answered essay on the paper. Often the focus was entirely on obedience rather than defiance, so marks could only be gained for the description of studies, hence the lowest mark band was applied. Aspects of explanations of obedience could have been shaped to provide explanations for defiance but this was often overlooked by students. Some students were able to list two or three explanations and link these to variations of Milgram's research. However, within these answers, explanations of defiance were usually only touched upon rather than unpacked. Any reference to Milgram variations and studies of defiance, tended to be descriptive in nature. It was rare that students were able to provide convincing commentary related to why defiance would occur in these situations, or how evidence presented supported the explanations chosen. Many answers advanced four or five suggestions when it may have been better to deal with two or three in appropriate detail alongside supporting evidence and discussion.

46

- (a) This was poorly answered, with many students demonstrating that they had little or no understanding of the Authoritarian Personality as applied to obedience, despite its inclusion in the specification. Most answers involved repetition of the idea of obedience and talked generally about factors that might precipitate obedience such as 'high status', without any reference to the dispositional explanation. Those answers that did offer accurate content tended to be overly descriptive in nature. Many answers missed, or misinterpreted, the command to 'briefly discuss' the Authoritarian Personality, such that accurate descriptive detail was rarely supported by analytic content.
- (b) Most answers identified an explanation, such as 'social support', but few developed the answer with, for example, some research evidence or an example to illustrate the explanation. Many students assumed that simply stating that their chosen factor / explanation would make someone 'less likely to obey' was sufficient elaboration. However, this was already implied by the question's focus on *defiance*.

47

This was generally a well-answered question, with candidates making good use of examples to illustrate their understanding. It was refreshing to see that candidates could actually link locus of control to obedience and conformity. Perhaps it could be emphasised that locus of control is about the perception of control rather than the control itself. Some candidates seemed to confuse high and low with internal and external. They wrote about people having a high locus of control or a low locus of control, which is meaningless unless internal or external are included.

48

Another question that was usually answered very well, with students referring to reactance, non-conforming allies, the need for independence and having an internal locus of control. Better answers were able to *explain* rather than merely *state* the reason.

There are still some students who seem to think that conformity and obedience are interchangeable terms.

49

Once again, candidates who engaged with the scenario did very well on this question, while those who merely wrote what they knew about resistance to obedience did not. Similarly, some candidates were so involved in explaining why we would obey her in a hospital; they forgot to then go on to explain why we would not obey her outside. This is a good example of advising candidates to spend a little time reading the scenario and then selecting the relevant information with which to answer the question.

50

Another straightforward question, providing candidates read the question carefully. Some candidates misread the question and gave reasons why we conform, while other candidates gave more than one reason. The most common response was to do with the presence of allies.

52

Overall an excellent response to this question, with many candidates finding it easy to identify the locus of control accurately and offering obedience as an explanation for George's behaviour. In (b) they could identify Dan correctly and many candidates adopted the route whereby they compared the three students, showing a good understanding of social influence. Some of the better answers also made use of their knowledge of gender differences.

53

There were some excellent answers to this question, with many students showing very good understanding of the term. Better students often used examples to illustrate their answers. A small minority still confused high / low with internal / external.

56

It appears as if most schools and colleges are now covering the role of minorities in bringing about social change extremely well. Most students were able to describe concepts such as consistency, flexibility, being non-dogmatic and so on. However, where students struggled was in applying this knowledge to the scenario. In a question such as this, selection of the right material is key and presenting it as advice rather than just describing how social change happens is essential. For example, it makes no sense to advise the environmental group to "use the snowball effect". Instead, the answer needs to be shaped to fit the question. Similarly, a lengthy description of Moscovici's research is not shaping the material effectively. Many students clearly had a considerable amount of knowledge, but did not use it appropriately. Better answers made use of the scenario, such as by suggesting that the environmental group needed to demonstrate to the majority that they were suffering for their cause, for example, by using bicycles rather than cars.

57

In spite of the fact that this question has been asked in several previous papers, students still appear to struggle with the concept of social change. They need to understand that the scope of the change is not merely by a few individuals but by a whole society. However, some students produced excellent answers, by considering the role of a consistent minority, who are able, through challenging their views, to persuade the majority to accept this new point of view. Over time and through the snowball effect, the minority gradually becomes the majority and at this point the change occurs.

Unfortunately, far too many students saw the words “social influence” and assumed it was an invitation to write about Asch or Milgram.

58

There were some extremely well informed answers to this question, with students demonstrating sound understanding of how minorities can bring about social change. Such answers made reference to minorities being consistent, flexible and non-dogmatic. They outlined the snowball effect and the impact of social crypto amnesia in the process. Weaker answers described research into minority influence (such as Moscovici or Clark) but without selecting aspects of the research relevant to social change. They gained some marks by showing that for a minority to bring about change it needed to be consistent etc.

59

In spite of this question having been asked in a similar form in several previous question papers, students still seem to struggle with this concept and it was badly answered by the majority of students. However, there were a small number of students who appeared to have grasped the concept of social change and interestingly used examples from previous papers to illustrate their answers. Now that the specification has changed and includes the role of the minority, perhaps in the future, students will have a better understanding of the process.

Social change usually starts with a consistent, committed and non-dogmatic minority who challenge the beliefs of the majority. Through the snowball procedure and ultimately through social crypto-amnesia, the minority becomes the majority. It is at this stage that social change occurs.

60

There are two skills required here; knowledge of the psychology of social change and an application to a novel situation. It was very pleasing to see that most candidates now have a grasp of what is involved in social change and can write accurate and coherent answers. However, there is still a problem with engagement with the scenario, too many candidates were unable to demonstrate the skill of analysis of an unfamiliar situation.

Perhaps this is a skill that teachers can focus on developing.