

1

Which **two** of the following are types of conformity? Shade **two** boxes only.

- A Agentic state
- B Compliance
- C Group size
- D Identification
- E Unanimity

(Total 2 marks)

2

Briefly outline **and** evaluate the authoritarian personality as an explanation of obedience to authority.

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(Total 4 marks)

3

Read the item and then answer the question that follows.

The following article appeared in a newspaper:

Britain's views on homosexuality – the biggest social change of the last 30 years?

In the UK, views on homosexuality have changed significantly in recent times. Thirty years ago, almost two-thirds of the British public opposed same-sex relationships because they were 'morally wrong'. These days, homosexuality is accepted and the majority of British people support recent changes to the laws on gay marriage and adoption.

With reference to the article above, explain how social influence leads to social change.

(Total 6 marks)

4

Describe **and** evaluate **two** studies of social influence.

(Total 12 marks)

5

Which **two** of the following statements about Zimbardo's prison study are correct?

Shade **two** boxes only.

The study showed how...

A roles affect behaviour.

B people obey authority.

C unanimity affects behaviour.

D people conform to the majority.

E behaviour is influenced by loss of identity.

(Total 2 marks)

6

Many people have criticised Zimbardo's prison study.

Identify and briefly discuss **two** reasons why people have criticised Zimbardo's prison study.

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(Total 6 marks)

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Social influence research helps us to understand how it is possible to change people's behaviour: for example, understanding how to persuade people to eat more healthily.

With reference to this example of social change, explain how psychology might affect the economy.

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(Total 4 marks)

8

Read the item and then answer the question that follows.

Polly always checks what her friends are going to wear before she gets ready to go out because she does not like to be the odd one out.

Jed watches his colleagues carefully when he starts a new job so that he can work out where to put his things and how long to take for lunch.

Discuss **two** explanations for conformity. Refer to Polly and Jed in your discussion.

You may use this space to plan your answer.

(Total 12 marks)

9

Which of the following terms best matches the statements below? Choose **one** term that matches **each** statement and write A, B, C, D or E in the box next to it. Use each letter once only.

- A Identification
- B Informational social influence
- C Normative social influence
- D Compliance
- E Internalisation

- (a) Publically changing behaviour whilst maintaining a different private view. (1)
- (b) Group pressure leading to a desire to fit in with the group. (1)
- (c) When a person lacks knowledge of how to behave and looks to the group for guidance. (1)
- (d) looks to the group for guidance. (1)

(1)
(Total 4 marks)

10

Briefly outline **and** evaluate the findings of any **one** study of social influence.

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(Total 4 marks)

11

Read the item and then answer the question that follows.

Two psychology students were discussing the topic of social influence.

'I find it fascinating how some people are able to resist social influence', said Jack.
'It must be the result of having a confident personality.'

'I disagree', replied Sarah. 'I think resisting social influence depends much more on the presence of others.'

Discuss **two** explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.

(Total 16 marks)

12

(a) Outline **two** explanations for obedience.

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(6)

(b) Briefly evaluate **one** of the explanations that you have outlined in your answer.

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(3)
(Total 9 marks)

13

Read the item and then answer the question that follows.

A small group of environmentally-aware sixth form students are campaigning for their school to become 'paper-free' for the next six months. Recently, they had a meeting with a group of teachers who represent the teaching staff. The teachers told the students that the school could become 'paper-free' if the group of students could convince the rest of the student body it was a good idea.

Use your knowledge of conformity **and** minority influence to explain the factors that will determine how successful the small group of students will be.

You may use this space to plan your answer.

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(Total 7 marks)

14

Outline the procedures **and** findings of Zimbardo's research into conformity to social roles.

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(Total 4 marks)

15

Briefly discuss **two** criticisms of Zimbardo's research into conformity to social roles.

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(Total 4 marks)

16

A small environmental group wants to encourage people to use public transport or bicycles instead of using their cars.

Using your knowledge of the role of minority influence in social change, what advice would you give the environmental group?

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(Total 6 marks)

17

Explain what is meant by internalisation.

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(Total 3 marks)

18

Explain what is meant by compliance.

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(Total 3 marks)

19

Discuss **one or more** explanations of why people resist the pressure to conform.

(Total 8 marks)

20

(a) One type of conformity is compliance. What do psychologists mean by the term *compliance*?

(1)

(b) A group of students has to decide what to do with the money left over in their school fund. Most of them want to give the money to a local charity. However, two students, Lisa and Sean, want to buy a pool table for the common room.

Briefly explain how **two** factors might affect whether or not Lisa and Sean will conform to the rest of the group.

(4)
(Total 5 marks)

21

Discuss **at least two** explanations for defiance of authority. Refer to evidence in your answer.

(Total 16 marks)

22

Some psychologists criticise Milgram’s research into obedience to authority, in terms of both methodological issues and ethical issues.

Explain **two** criticisms of Milgram’s research.

Criticism one

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Criticism two

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(Total 6 marks)

23

When you are a passenger on a train, you are much more likely to move to another seat if the ticket collector tells you to move than if another passenger tells you to do so.

Use your knowledge of why people obey to explain this behaviour.

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(Total 4 marks)

24

Explain how social influence research helps us to understand social change.

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(Total 6 marks)

25

Discuss research into conformity.

(Total 8 marks)

26

(a) Briefly discuss the Authoritarian Personality as an explanation for obedience to authority.

(4)

(b) Apart from personality type, outline **one** psychological explanation for defiance of authority.

(2)

(Total 6 marks)

27

'By today's standards, many studies of social influence would be judged unethical.'

Discuss ethical issues that have arisen in social influence research. Refer to evidence in your answer.

(Total 16 marks)

28

The following results are percentages of participants who gave the maximum shock, in variations of Milgram's experiment into obedience to authority.

Condition	% Participants obeying
Experimenter and two obedient confederates are in the same room as the participant.	92.5%
Experimenter is in the same room as the participant.	65%
Experimenter is in a different room from the participant.	20.5%
Experimenter and two disobedient confederates are in the same room as the participant.	10%

What do these results suggest about the power of the confederates in variations of Milgram's study?

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(Total 4 marks)

29

Outline **and** evaluate research into conformity.

(Total 16 marks)

30

Outline **and** evaluate research into conformity.

(Total 12 marks)

31

Explain what is meant by locus of control.

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(Total 4 marks)

36

Using your knowledge of psychology, explain why some people might resist pressures to conform.

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(Total 4 marks)

37

Explain **one or more** reasons why people obey authority.

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(Total 6 marks)

38

Describe **two** ethical issues that can be illustrated by Milgram's research into obedience to authority.

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(Total 4 marks)

39

How has social influence research helped our understanding of social change?

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(Total 4 marks)

40

(a) What is meant by *normative social influence*?

(2)

(b) Andrea has recently started a new job and on her first day at work she noticed that all her colleagues were much more smartly dressed than she was.

Explain the likely effect of normative social influence on Andrea's behaviour.

(2)

(Total 4 marks)

41

Identify **two** factors that have been shown to affect obedience to authority. Briefly discuss how **each** of these factors affects obedience to authority.

(Total 6 marks)

42

Explain why it is sometimes necessary to deceive participants in social influence research.

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(Total 2 marks)

43

Describe **one** way in which deception has been dealt with in social influence research.

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(Total 2 marks)

44

Jan and Norah have just finished their first year at university where they lived in a house with six other students. All the other students were very health conscious and ate only organic food. Jan had listened to their point of view and now she also eats only organic food. Norah was happy to eat organic food while in the house, but when she went home for the holidays she ate whatever her mother cooked. Both girls conformed, but for different reasons.

Explain which type of conformity **each** girl was showing.

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(Total 4 marks)

45

Outline **two** explanations of why people obey.

Explanation One

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Explanation Two

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(Total 4 marks)

46

Explain what is meant by informational social influence.

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(Total 3 marks)

47

Explain what is meant by normative social influence.

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(Total 3 marks)

48

Some research into obedience has been carried out in laboratories. Other studies into obedience have been carried out in the real world, including field experiments and observations.

(a) Outline **one** advantage of conducting obedience research outside a laboratory setting.

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(b) Outline **one** limitation of conducting obedience research outside a laboratory setting.

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(Total 4 marks)

49

Mike and his grandfather were having a conversation about recycling. Mike explained that he always puts empty cans and plastic bottles in one box and newspapers and cardboard in another box and that his mum takes these to be recycled once a week.

His grandfather said that when he was Mike's age, people did not recycle. Mike said that everyone in his street recycles and that they have a big box at school especially for recycling.

Using your knowledge of the psychology of social change, explain why recycling is now behaviour carried out by a majority of people in this country.

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(Total 6 marks)

50

- (a) Milgram's experiments into obedience can be criticised as being unethical. Describe **two** ethical issues that can be illustrated by Milgram's research.

Ethical Issue One

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Ethical Issue Two

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(4)

- (b) Choose **one** of the ethical issues identified in your answer to (a) and explain a way of dealing with it.

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(2)

(Total 6 marks)

51

For many years, smoking in public places such as trains, pubs and restaurants was quite acceptable. People could smoke wherever they wanted and non-smokers had to put up with smoky atmospheres. However, in 2007, the Government finally introduced a law banning smoking in public places and those who smoke are limited in where they can smoke.

Using your knowledge of the psychology of social change, explain how this social change has occurred.

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(Total 4 marks)

52

The following phrases refer to different types of conformity.

Select the **two** phrases that describe internalisation. Tick **two** boxes only.

A The deepest level of conformity.

B The individual conforms publicly with the rest of the group but may privately disagree with them.

C The beliefs of the group become part of the individual's own belief system.

D The individual goes along with the group but does not agree with them.

E The individual changes his / her beliefs, but it is a temporary change.

(Total 2 marks)

53

Outline and evaluate explanations of conformity.

(Total 8 marks)

54

Explain what is meant by *internalisation* in the context of conformity.

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(Total 2 marks)

55

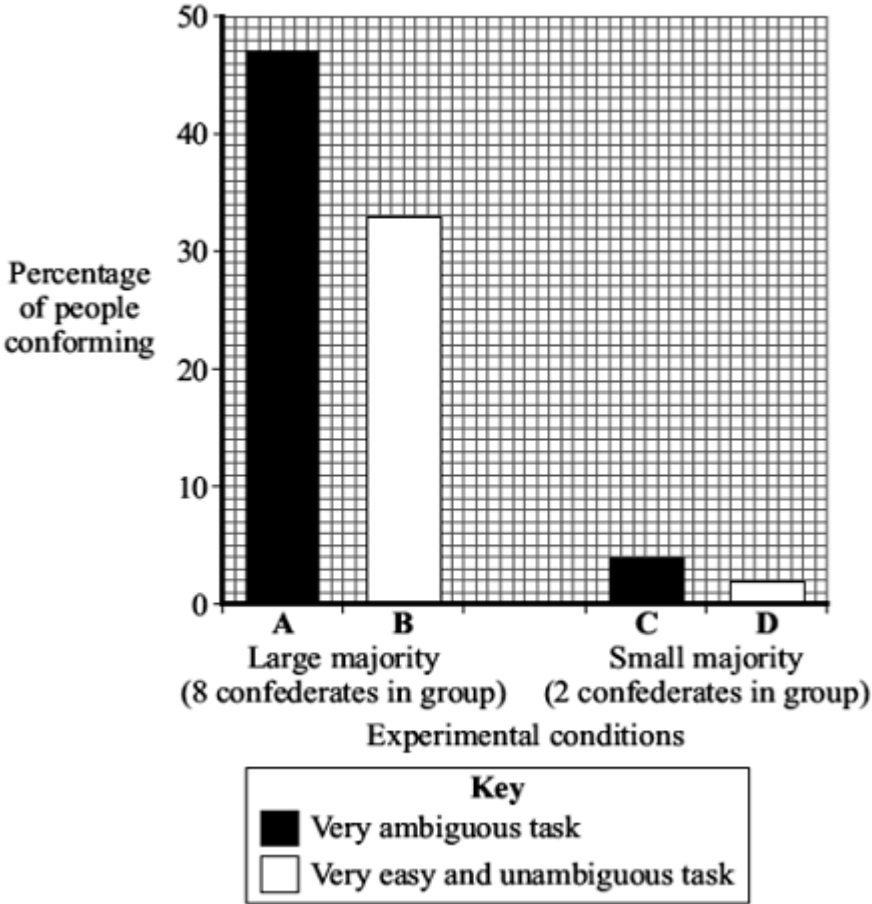
Explain what is meant by *compliance* in the context of conformity.

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(Total 2 marks)

In an experiment into conformity, an experimenter varied both the number of confederates (stooges) and the ambiguity of the task. The bar chart below shows the findings.

Percentages of conformity for different tasks and size of majority



What does the bar chart show about conformity?

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(Total 4 marks)

57

Most research into conformity takes place in a laboratory. Outline **one** strength of conducting research into conformity in a laboratory.

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(Total 2 marks)

58

Three students, George, Petra and Dan, have just started in the sixth form. Dan is a confident person who thinks that his fate lies firmly in his hands. By the end of the first week, Dan has put himself forward to be nominated as the class representative. Petra has also put her name forward to be nominated. She believes it is just luck whether or not she will be selected and feels that there is not much she can do about it. George did not put his name forward because his father told him not to.

(a) (i) What type of locus of control does Petra's behaviour show?

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(ii) What type of locus of control does Dan's behaviour show?

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(iii) George did not put his name forward as the class representative. Use your knowledge of social influence research to explain this.

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(4)

(b) Which **one** of the three students is most likely to resist pressures to conform?
Use your knowledge of psychology to explain your choice.

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(4)
(Total 8 marks)

59

Describe how social influence research has contributed to our understanding of social change.

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(Total 6 marks)

60

Explain what is meant by locus of control.

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(Total 4 marks)

Mark schemes

1

[AO1 = 2]

B and D

2

[AO1 = 2 and AO3 = 2]

Level	Marks	Description
2	3 – 4	Outline of the authoritarian personality as an explanation of obedience to authority is clear and has some detail. Some evaluation relevant to obedience is clear. The answer is generally coherent with effective use of terminology.
1	1 – 2	Outline of the authoritarian personality lacks clarity and / or detail and / or link to obedience. Evaluation is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. Either outline or evaluation is done well.
	0	No relevant content.

Outline – possible content:

- a collection of traits / dispositions developed from strict / rigid parenting, eg conformist / conventional / dogmatic
- obedient / servile towards people of perceived higher status.

Credit other traits relevant to obedience.

Evaluation – possible content:

- situational factors, eg proximity (Milgram), may have greater influence on obedience levels
- difficult establishing cause / effect between authoritarianism / parenting style and obedience
- explanation cannot easily account for obedience of entire social groups / societies
- evaluation of F-scale where used to evaluate the explanation.

Credit other relevant evaluation points.

3**[AO2 = 6]**

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.

4**[AO1 = 6 and AO3 = 6]**

Level	Marks	Description
4	10 – 12	Knowledge of two studies of social influence is accurate and generally well detailed. Evaluation is effective. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and / or expansion is sometimes lacking.
3	7 – 9	Knowledge of two studies of social influence is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Knowledge of two studies of social influence is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR one study answered at Level 3 or 4.
1	1 – 3	Knowledge of two studies of social influence is limited. Evaluation 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. OR one study answered at Level 2.
	0	No relevant content.

Possible content:

- likely studies include Milgram 1963, 1974, Asch 1951, 1956, Zimbardo 1971, but credit other relevant answers
- description of procedure / method, findings and / or conclusions
- credit also detail of variations / replications of original studies.

Possible evaluation points:

- relevant ethical issues and how these arose in studies chosen, eg deception; (lack of) informed consent; protection from harm etc
- counter-arguments such as why deception or other unethical procedures were necessary – to reduce / prevent demand characteristics, and thus increase validity
- relevant methodological issues such as validity (including temporal validity); sample bias; demand characteristics / internal validity etc
- counter-arguments, eg justification for methodological shortcomings – artificial procedures can have real-world relevance; studies were replicated with different samples, cultures, etc
- procedures designed to address ethical issues, eg use of debriefing / retrospective consent
- cost-benefit analyses of methodological / ethical concerns vs relative merits / importance of findings.

Credit other relevant evaluation points.

5

AO1 = 2

A and E

6

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.

7

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.

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.

9

[AO1 = 4]

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

10

[AO1 = 2 and AO3 = 2]

Level	Marks	Description
2	3 – 4	Findings are clear and accurate. Evaluation / analysis is clear and coherent.
1	1 – 2	Findings are clear but there is no evaluation, or, findings and evaluation are both incomplete / partly accurate. For 1 mark there is some detail of findings but no evaluation.
	0	No relevant content.

AO1 Content

Outline of findings of any study of social influence, eg Asch, Milgram, Zimbardo but any study of social influence is acceptable. Accept detail of variations as well as original findings.

AO3 Content

Evaluation of findings, eg analysis of implication of findings; methodological issues such as validity.

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.

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).

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.

12

(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.

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.

14**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.

15**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.

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- 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 = 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.

<p>AO2 Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change</p>
<p>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.</p>
<p>5 – 4 marks Reasonable analysis of unfamiliar situation Reasonable advice that demonstrates knowledge of how minority influence brings about social change.</p>
<p>3 – 2 marks Basic analysis of unfamiliar situation Basic advice of how minority influence brings about social change.</p>
<p>1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled advice or just an explanation of how minority influence brings about social change.</p>
<p>0 marks No creditworthy material.</p>

17**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).

18**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).

19

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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.

<p>AO2 Commentary on explanations of why people resist pressure to conform</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>1 mark Very brief / flawed or inappropriate The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.</p>
<p>0 marks No creditworthy material.</p>

20

(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.

21

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.

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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.

22**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.

23

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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.

24

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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.

25

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- AO3 evaluation, analysis, interpretation.

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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.

<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>

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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.

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. There are occasional inaccuracies. Evidence is presented. 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 description of ethical issues that have arisen in social influence research. Likely issues include protection from harm / participant embarrassment / stress; deception; right to withdraw; informed consent; confidentiality. Description of relevant evidence to illustrate specific issues eg how Milgram deceived participants, how Asch caused participants stress / embarrassment, etc. Limited credit for simply listing or naming ethical issues.

Likely studies include Milgram 1963, 1974, Sherif 1936, Asch 1951, 1956, Bickman 1974, Hofling 1966. Crutchfield 1955, Michaels 1982, Zimbardo 1971.

AO3

Marks for discussion of ethical issues in social influence research. Likely points include: counter arguments such as why deception or other unethical procedures were necessary to reduce / prevent demand characteristics, and thus increase validity. Discussion of procedures that were designed to address / resolve ethical issues eg use of debriefing / retrospective consent. Contradictory evidence eg many of Milgram's participants claimed they were happy to have been involved when questioned. Cost-benefit analyses of ethical concerns set against the relative merits / importance of the findings. Credit discussion about when BPS / APS guidelines were set up and why.

28

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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.

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.

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

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.

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

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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
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>0 marks No creditworthy material.</p>

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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.

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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).

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.

35

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.

36

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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>

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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>

38

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.

39

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AO2 = 4

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 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.

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

40

(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).

41

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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).

42

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- AO3 evaluation, analysis, interpretation.

AO3 = 2

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

For example, deception is necessary because if participants knew the aim, they might change their behaviour (1 mark). Second mark for elaboration eg this might affect validity.

43

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- AO3 evaluation, analysis, interpretation.

AO3 = 2

Deception has been dealt with by:

- Presumptive consent
- Prior general consent
- Retrospective consent
- Debriefing.

1 mark for a brief answer and a further mark for elaboration. For example, gain presumptive consent (1 mark) by asking people similar to the participant if they think it is OK to do the experiment (further mark for elaboration). Candidates may answer this generically or they may refer to a specific study. For example, Milgram debriefed his participants (1 mark) he reassured them that they were normal and answered all their questions (further mark for elaboration).

44

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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.

45

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).

46**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.

47**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.

48**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.

49

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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.

50

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- 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.

51

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AO2 = 4

There are various ways in which psychology might explain this social change and examiners should be prepared to credit any relevant explanation. For example, a small minority could slowly persuade the majority to change their views on smoking. The minority would need to be consistent, flexible etc. The snowball effect explains how this change gathers momentum and gradually the minority becomes the majority and people now conform to the majority view. Eventually the Government passes a popular law and thus obedience can explain the change. Candidates could also include explanations that include informational social influence: people are influenced by those with more knowledge, in this case scientists and doctors who tell us that smoking is bad for our health!

To access the top band, candidates must explicitly engage with the stimulus material.

AO2 Application of Knowledge and understanding
4 marks Accurate and reasonably detailed Effective explanation and effective application of knowledge to the psychology of social change. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Reasonable explanation and application of knowledge to some aspects of the psychology of social change. There is some evidence of selection of material to address the question.
2 marks Basic Basic explanation with very limited application of knowledge to the psychology of social change. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Rudimentary, muddled, explanation. Knowledge very limited and not applied to the psychology of social change. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

52

AO1 = 2

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

53

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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.

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>4 marks Accurate and reasonably detailed 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 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 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 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 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 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 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 The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.</p>
<p>0 marks No creditworthy material.</p>	<p>0 marks No creditworthy material.</p>

54

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.

55**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.

56

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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.

57**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.

58**(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>

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:

- A single set of numbered levels (formerly bands) to cover all skills
- 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 numerous ways in which candidates can answer this question and examiners should take care to award credit to any answer that is relevant, even if it does not follow the suggestions below.

Note to examiners: all the textbooks have a slightly different slant on this part of the specification, which is not a problem. Accurate and relevant psychology can be credited.

Social change occurs when individuals / small groups change the way the majority thinks and acts. Historically, there have been many examples of such changes: the Suffragette movement, Civil Rights movement, etc. The research into minority influence by such psychologists as Moscovici and more recently Nemeth, has shown how powerful a minority can be, as long as certain conditions are met (eg consistency, confidence, flexibility). It is the minority that usually brings about social change while the majority retains the status quo.

Candidates need to focus on the research (theories and / or studies) that underpin our understanding of social change. Clearly, there is a range of acceptable answers to this question and marks should be given for the effective use of the material.

<p>6 marks Accurate and reasonably detailed Accurate and reasonably detailed description that demonstrates relevant knowledge and understanding of social change. 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 description that demonstrates relevant knowledge and understanding of social change. There is some evidence of material to address the question.</p>
<p>3 – 2 marks Basic Basic description that demonstrates some relevant knowledge and understanding of social change but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>
<p>1 mark Very brief/flawed or inappropriate The candidate provides a description which is very brief or flawed and demonstrates very limited knowledge of social change.</p>
<p>0 marks No creditworthy material.</p>

60

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.