Mark schemes

**Q1.**

**[AO1 = 1]**

Award **1 mark** for either:

•   Locus of control (not external locus of control)

OR

•   Social support (accept ‘presence of an ally’ or similar)

Credit other named explanations eg autonomous state, **absence** of Authoritarian Personality.

Situational or cultural factors if made directly relevant to resistance to social influence.

**[1]**

**Q2.**

**[AO2 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 2 | 3-4 | Application of knowledge of one explanation of resistance to social influence is effective. There is appropriate use of terminology. |
| 1 | 1-2 | Application of knowledge of one explanation of resistance to social influence is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. |
|  | 0 | No relevant content. |

**Possible content:**

**Social support:**

•   disobedience/resistance/defiance is more likely to occur in the presence of others who are disobeying/disobedient role models

•   ‘some students’ suggests there was more than one who did not complete the work

•   this would have given others more confidence to ignore the teacher’s instructions

•   social support is associated with diffusion of responsibility/the more people who disobey the less severe the consequences are likely to be – the students may have reasoned that the more of them who disobey, the less likely they are to be in trouble

•   credit use of evidence to support explanation/application, eg Milgram – two confederates-one naive participant variation.

**Locus of control:**

•   disobedience/resistance/defiance is more likely to occur in those who have an internal locus of control

•   the students who disobeyed the instructions may all have had this personality trait in common

•   this meant they relied on their own judgement of whether to complete the work, rather than the teacher’s

•   credit use of evidence to support explanation/application, eg Holland – 37% of internals refused to continue to maximum shock level.

Credit other relevant application eg situational factors such as proximity and location; legitimacy of Authority; external locus of control if fully justified as an explanation of resistance to social influence.

No credit for simply naming an explanation.

If no application, maximum of **one** mark.

**[4]**

**Q3.**

**[AO1 = 4 AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 4 | 7-8 | Knowledge of locus of control as an explanation for resistance to social influence is accurate with some detail. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively. |
| 3 | 5-6 | Knowledge of locus of control as an explanation for resistance to social influence is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. |
| 2 | 3-4 | Limited knowledge of locus of control as an explanation for resistance to 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. |
| 1 | 1-2 | Knowledge of locus of control as an explanation for resistance to social influence is very 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. |
|  | 0 | No relevant content. |

**Possible content:**

•   general concept of locus of control – Rotter (1966)

•   people are more likely to resist social influence if they have an internal locus of control

•   internal locus of control enables greater personal efficacy, self-confidence

•   credit also reference to the opposite external locus of control and the inability to resist social influence.

Credit other relevant content.

**Possible evaluation:**

•   use of evidence for the effect of locus of control on resisting obedience, eg Holland (1967), Elms & Milgram (1974)

•   use of evidence for the effect of locus of control on resisting conformity, eg Spector (1983), Avtgis (1988)

•   other factors involved in resistance, eg social support, reactance, status, morality and ionic deviance

•   contrast between dispositional (locus of control) explanations and other explanations.

Credit other relevant evaluation.

**[8]**

**Q4.**

**AO2 = 4**

Reasons why people are less likely to obey might include:

•        Not accepting that the person giving the order has legitimate authority

•        Questioning the motives of the person giving the order.

Any other reason for resisting obedience which has been made relevant to the stem.  
Candidates could consider one reason in detail or more than one but in less detail.  
One mark for identifying the reason(s) and further marks for elaboration.

**Q5.**

**[AO1 = 4]**

For **each** explanation award marks as follows:

**2 marks** for an explanation that is clear, coherent and elaborated.

**1 mark** for an explanation that is limited/muddled.

No credit for simply naming explanations, there must be some reference to the effect on resistance.

**Possible explanations** (likely to be those named on the specification):

•   locus of control − people with an internal locus of control are more likely to resist pressure to conform/less likely to obey/more resistant to social influence than those with an external locus of control; people with an internal locus of control believe they control own circumstances

•   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.

Credit other explanations of disobedience/defiance and non-conformity, e.g. 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, e.g. (lack of) uniform; (increased) distance between participant and victim/authority figure; (reduced) group size; (lack of) ambiguity of task.

Accept other valid explanations of resistance.

**[4]**

**Q6.**

**AO1 = 2**

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

•        Individual differences – people with high self-esteem or no need for social approval are less likely to go along with the group.

•        Cultural factors – individuals from societies that stress the importance of personal determination (eg individualistic cultures) are more likely to resist the pressure to conform than those from collectivist societies.

•        Presence of allies – if there is another person who also disagrees, it is easier for the individual to resist the group pressure.

•        The composition of the group – if the people in the group are perceived to have less knowledge than the individual (or low status) it is easier to resist the pressure.

Any other relevant response can receive credit.

**Q7.**

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 = 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.

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| **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. |
| **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. |
| **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. |
| **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. |
| **0 marks** No creditworthy material. |

**Q8.**

**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.

**Q9.**

(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.

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

**Q10.**

(a)     **[AO2 = 4]**

**1 mark** for correct identification of boy: Daniel

Plus

**1 mark** for reference to Daniel’s internal locus of control

Plus

**2 marks** for elaboration

**Possible Content:**

•        He believes that people are successful due to hard work and determination

•        Daniel is less likely to rely on the opinion of others in the class, making him more immune to social influence

•        Daniel will see himself as more of a leader than a follower, making him less likely to follow the majority

•        Daniel will not seek social approval as much as those who are externals

•        Use of research to support the explanation or as part of the explanation can get credit (eg Avtgis, 1998) but not required to get full marks.

Credit other relevant points.

(b)     **[AO2 = 2]**

**2 marks** for a clear and coherent explanation referring to both Daniel and Matthew

**1 mark** for a muddled or limited explanation OR clear explanation in relation to one of the boys

**Possible content:**

•        Tom’s refusal will increase their ability to resist social influence/they will be less likely to take part in the play

•        Tom acts as social support/presence of a role model of non-conformity

•        Tom may not affect Daniel due to Daniel’s internal locus of control

•        Tom may affect Matthew due to Matthew’s external locus of control.

Note: explanations based on obedience are not creditworthy

**Q11.**

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 = 4**

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

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

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

**Q12.**

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.

(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.

**Q13.**

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

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

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

**AO1**

Marks for description / elaboration of at least two explanations of defiance of authority. Likely explanations: the influence of disobedient role models / presence of social support; internal locus of control - being in an autonomous state; past experience. Also credit the inverse of factors / explanations usually used to explain obedience to authority, eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting; (lack of) authoritarian personality. Credit description of relevant evidence up to two marks.  
Likely studies include Milgram 1963, 1974, Bickman 1974, Hofling 1966, Feldman and Schelbe 1972, Gamson 1982, Hamilton 1978, Rochat and Modigliani 1995.

**AO3**

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

**Q14.**

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 = 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.

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

**Q15.**

**[AO1 = 6 AO2 = 4 AO3 = 6]**

|  |  |  |
| --- | --- | --- |
| **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.

**Q16.**

**[AO1 = 3 AO3 = 3]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 3 | 5 – 6 | Outline of locus of control as an explanation of resistance to social influence is generally detailed, clear and coherent. Evaluation is clear and effective. There is effective use of terminology. |
| 2 | 3 – 4 | Outline of locus on control as an explanation of resistance to social influence is mostly clear but some detail is missing. There is some relevant evaluation and some effective use of terminology. |
| 1 | 1 – 2 | Outline of locus on control as an explanation of resistance to social influence lacks detail and clarity. Evaluation is limited or absent. Terminology is either minimal, absent or inappropriately used. |
|  | 0 | No relevant content. |

**Possible content:**

•   General concept of locus of control – Rotter (1966)

•   People are more likely to resist social influence if they have an internal locus of control

•   Internal locus of control enables greater personal efficacy, self-confidence

•   Credit also reference to the opposite external locus of control and the inability to resist social influence.

**Possible evaluation points:**

•   Use of evidence for the effect of locus of control on resistance: eg Holland

•   Contrast between dispositional (locus of control) explanations and other explanations.

Credit other relevant information.