Mark schemes

**Q1.**

**[AO2 = 6]**

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| **Level** | **Marks** | **Description** |
| 3 | 5-6 | Knowledge of two or more factors affecting minority influence is clear and generally well detailed. Application to Steph’s idea is mostly clear and effective. The answer is generally coherent with appropriate use of terminology. |
| 2 | 3-4 | Knowledge of two or more factors affecting minority influence is evident. There is some effective application to Steph’s idea. The answer lacks clarity in places. Terminology is used appropriately on occasions.  OR one factor applied at level 3: max 3 marks. |
| 1 | 1-2 | Knowledge of two or more factors affecting minority influence is limited. Application to Steph’s idea is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.  OR one factor applied at level 2. |
|  | 0 | No relevant content. |

**Possible content:**

•   Steph should demonstrate consistency by not deviating from her view that the party is a good idea despite social pressure – she could point out that this is an idea she has had for some time/since she knew the teacher was leaving

•   Steph should demonstrate commitment by placing herself at some risk/inconvenience – she may volunteer to pay for the refreshments/present for the teacher etc. This will draw more attention to her ‘cause’ (augmentation principle)

•   Steph should demonstrate flexibility by adapting her view/accepting other valid counterarguments, perhaps agreeing to change the party for her teacher, eg not fancy dress/not a surprise party

•   over time, the rest of the class may become ‘converted’ (snowball effect) – for example, if Steph’s friends start to change their mind, then others follow

•   other valid points, eg persistence, confidence, social cryptomnesia.

Description of procedures of studies of minority influence is not creditworthy.

Description of findings/conclusions may be creditworthy but only if used to explain how Steph can persuade her classmates.

**[6]**

**Q2.**

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.

**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.

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| **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. |

**Q3.**

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 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.

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| **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. |

**Q4.**

**[AO2 = 7]**

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

**Q5.**

**[AO2 = 6]**

**1 mark** – for knowledge of each relevant reason/factor

**Plus:**

**1 mark** for each brief application to situation

**Content/Application:**

•   Uniform – Presence of a uniform, in this case the instructor’s jacket, conveys legitimate authority, as in Milgram’s experiment where the experimenter had a lab coat.

•   Proximity – standing up close means that people are more likely to follow instructions, as in Milgram’s experiment where the authority figure was more effective when in the same room

•   Location – the use of the instructor’s office again conveys the force of legitimate authority as in the Milgram’s study where Yale was more likely to result in obedience than a downtown setting.

Credit other relevant ways/factors/variables eg Assuming responsibility – if the instructor makes it clear that he/she has ultimate responsibility that then divests recruits from personal responsibility and so they are likely to assume an agentic state.

**Q6.**

**[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.

**Q7.**

**[AO1 = 4 AO3 = 4]**

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| **Level** | **Mark** | **Description** |
| 4 | 7-8 | Knowledge of how consistency and commitment might contribute to minority influence is accurate with some detail. Discussion 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 how consistency and commitment might contribute to minority influence is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. |
| 2 | 3-4 | Limited knowledge of how consistency and commitment might contribute to minority influence is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.  **OR**  Either consistency or commitment at Level 3/4. |
| 1 | 1-2 | Knowledge of how consistency and commitment might contribute to minority influence is very limited. Discussion 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**  Either consistency or commitment at Level 2. |
|  | 0 | No relevant content. |

**Possible content:**

•   consistency is repeating the same message, challenging the beliefs held by the majority. Consistency may be within the members of the group or over time. This draws attention to the minority view

•   commitment is shown when members of the minority demonstrate their dedication to their belief perhaps by making sacrifices. This shows that the minority is not acting out of self-interest

•   over time, consistency and/or commitment gives the members of the majority an opportunity to listen to the minority view and adopt it as their own.

**Possible discussion points:**

•   discussion of effectiveness of consistency and commitment e.g. internalisation, drawing attention, snowball

•   use of research such as that by Moscovici to support the role of consistency in minority influence

•   discussion of the link between commitment and the augmentation principle

•   discussion of the link between commitment (tipping point) and the snowball effect

•   discussion that suggests other factors also play a role in minority influence, not just consistency and commitment

•   discussion of implications, e.g. examples of real life situations (such as the suffragettes)

•   discussion of ethics, e.g. deliberate manipulation.

Credit evaluation of the methodology of studies only when made relevant to the discussion of consistency/commitment.

**[8]**

**Q8.**

**[AO2 = 6]**

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| **Level** | **Mark** | **Description** |
| 3 | 5-6 | Knowledge of minority influence is clear and generally well detailed. Application to Jenny’s situation is mostly clear and effective. The answer is generally coherent with appropriate use of terminology. |
| 2 | 3-4 | Knowledge of minority influence is evident. There is some effective application to Jenny’s situation. The answer lacks clarity in places. Terminology is used appropriately on occasions. |
| 1 | 1-2 | Knowledge of minority influence is limited. Application to Jenny’s situation 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:**

•   Jenny should demonstrate consistency by not deviating from her view that not grading work is a good idea despite social pressure – she could point out that this is a view that she has held throughout her teaching career

•   Jenny should demonstrate commitment by placing herself at some risk / inconvenience – she may volunteer to field criticisms from students, parents, other departments, etc. This will draw more attention to her ‘cause’ (augmentation principle)

•   Jenny should demonstrate flexibility by adapting her view / accepting other valid counterarguments. Perhaps some pieces of work could be ungraded but not all – for instance, grading mock exams but not homework

•   over time, the rest of the department may become ‘converted’ (snowball effect) – for example, if Jenny’s students start to perform particularly well

•   other valid points, e.g. persistence, confidence, social cryptoamnesia

Description of procedures of studies of minority influence is not creditworthy. Description of findings / conclusions may be creditworthy.

No application to Jenny’s situation maximum 2 marks.

**[6]**

**Q9.**

**[AO2 = 4]**

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

**2 marks** for a clear, coherent explanation with some elaborated application.

**1 mark** for a limited, muddled explanation.

**Possible content:**

•   Samina could demonstrate consistency by not deviating from her view that drugs should not be legalised – she could point out that this is a view she has held for many years

•   Samina could demonstrate commitment by defending her view that drugs should not be legalised through some personal investment – for instance, offering to speak in assembly about the dangers of drugs. This will draw more attention to her case (augmentation principle)

•   Samina should demonstrate flexibility by adapting her view/accepting other valid counterarguments. Perhaps some ‘softer’ drugs could be decriminalised, rather than legalised

•   over time, the rest of the debating society may become ‘converted’ (snowball effect) – for example, if Samina makes her case particularly well

•   credit other valid points, eg persistence, confidence.

There are **no marks** for simply listing, eg consistency, commitment, flexibility.

If more than two ways are presented the best two should be credited.

**[4]**

**Q10.**

**[AO2 = 3]**

Commitment

Flexibility

Consistency (or synchronic consistency)

No other responses creditworthy, eg ‘compromise’ for ‘flexibility’.

**[3]**

**Q11.**

(a)     **[AO1 = 3]**

**1 mark** for each of the following:

•        Consistency

•        Commitment

•        Flexibility/non-dogmatic

Credit other relevant behaviours eg building up idiosyncracy credits; appearance of objectivity; certainty of correctness/knowledgeable, creating cognitive conflict, showing self-sacrifice/augmentation, persistence, identification with the minority.

(b)     **[AO2 = 3]**

**1 mark** for relevant application of each characteristic (no need to name again here but must be the behaviours identified in part (a) for credit).

If correct answer to part (a) then application must relate to behaviour named in part (a) for credit in part (b).

If incorrect answer to part (a) then can credit application in part (b) if a relevant, correct behaviour is named as part of the application.

If no answer to part (a) then can credit application in part (b) if a relevant, correct behaviour is named as part of the application.

**Possible applications:**

•        Marcus could show consistency by keeping on repeating the same message about how great it would be to go travelling

•        Marcus could show commitment by explaining how he is taking time and working hard to plan the travelling trip and saving for the trip

•        Marcus could show flexibility by listening to the others and agree to going on a beach holiday at the end of the travelling trip

The application must relate explicitly to the content of the stem.

Credit other relevant applications.