Mark schemes

**Q1.**

**[AO1 = 2]**

A and E

**Q2.**

**AO1 = 2**

|  |  |
| --- | --- |
| **Type of conformity** | **Statement** |
| Internalisation | **D** |
| Compliance | **C** |

1 mark for each correct answer.

**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.

(a)     **AO3 = 2**

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

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

(b)     **AO3 = 2**

The limitation will depend on the method given in (a). Lab experiments lack ecological validity (1 mark) this means that the findings cannot be generalised to the real world (further mark for elaboration).  
It is worth noting that sometimes a very brief or succinct answer can still be sufficient for 2 marks.

(c)     **AO3 = 2**

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

**Q4.**

**AO2 = 2**

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

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

**Q5.**

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.

**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 of 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. |

**Q6.**

**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.

**Q7.**

**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.

**Q8.**

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**

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** |
| **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. | **4 marks Effective evaluation** Effective use of material to address the question and provide informed commentary. Effective evaluation of explanations |
| **3 marks Less detailed but generally accurate** Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding. *Partial performance: only one explanation but in detail.* | **3 marks Reasonable evaluation** Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of explanations. *Partial performance; if only one explanation is evaluated then the evaluation is effective.* |
| **2 marks Basic** Basic explanation that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. *Partial performance: only one explanation; less detailed but generally accurate.* | **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. *Partial performance; if only one explanation is evaluated then the evaluation is reasonable.* |
| **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. | **1 mark Rudimentary evaluation** The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. |
| **0 marks** No creditworthy material. | **0 marks** No creditworthy material. |

**Q9.**

**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.

**Q10.**

**AO1 = 2**

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

**Q11.**

(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.

**Q12.**

**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 the 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.

**Q13.**

**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.

**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.

**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 one 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. |

**Q15.**

(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).

**Q16.**

**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.

**Q17.**

**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. |

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 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.

**Q18.**

**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. |

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**

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.

**Q19.**

**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. |

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**

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.

**Q20.**

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**

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.

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

**Q21.**

**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).

**Q22.**

**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).

**Q23.**

**[AO1 = 6 AO2 = 4 AO3 = 6]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 4 | 13 – 16 | Knowledge of explanations for conformity is accurate and generally detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between the explanations and the 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 explanations for conformity is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to the explanations are not always well explained. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places. |
| 2 | 5 – 8 | Knowledge of explanations of conformity 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 is used inappropriately on occasions. |
| 1 | 1 – 4 | Knowledge of research into explanation(s) of conformity 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 is either absent or inappropriately used. |
|  | 0 | No relevant content. |

**Possible content:**

Knowledge of at least two explanations for conformity (usually those named in the specification and implied in the stem):

Normative social influence

•   Refers to the social rules that govern behaviour and the need to be seen as a member of the social group/fit in.

•   This relates to a desire for social approval/acceptance/avoidance of rejection.

•   Suggests that conformity is public agreement with the group and not private agreement (compliance).

•   Change in attitude/behaviour is temporary.

Informational social influence

•   Refers to the idea that the individual believes the group has more knowledge/expertise.

•   Suggests that conformity is agreement with the group due to uncertainty about correct responses or behaviour on the part of the individual.

•   When public behaviour and private opinion match (internalisation).

•   Conformity is driven by the need to be right/have accurate perception of reality.

•   Change in attitude/behaviour is likely to be more permanent.

•   Credit description of evidence eg. Sherif (1935), Asch (1951), Anderson et al (1992), Baron, Vandello & Brunsman (1996).

**Application**

•   Links to the stem: Steph – conformed for informational reasons – explanation of why this; has become ‘quite passionate’ suggesting the change in attitude is permanent; internalisation has taken place.

•   Jeff – conformed for normative reasons – explanation of why this is; didn’t want to be the ‘odd one out’; suggests behaviour is temporary; compliance.

**Possible Discussion**

•   Use of evidence to evaluate/discuss the explanations.

•   Normative social influence can explain the results of conformity studies in unambiguous situations eg Asch.

•   Informational influence can explain conformity in ambiguous situations in which both public and private agreement occurs eg Sherif, Jenness.

•   Analysis of Asch variations when linked to normative social influence or informational social influence.

•   Credit use of examples to illustrate explanations.

•   Discussion of alternative explanations of conformity eg dispositional factors and other explanations such as ingratiational.

•   Discussion of difficulty measuring and/or distinguishing between the two explanations.

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

Credit other relevant material.

**Q24.**

**[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.

**Q25.**

**[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.

**Q26.**

**[AO2 = 7]**

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

**Possible content:**

•        Factors affecting minority influence: the student body are more likely to be convinced if the group of students are consistent, committed and show flexibility in their views.

•        Credit examples of how the students might demonstrate this.

•        Credit application of explanations of minority influence: e.g. social cryptoamnesia; the snowball effect; social impact theory.

•        Application of variables affecting conformity, including group size (the campaigning group is ‘small’, the student body is the majority); unanimity (there may be other students who agree with the small group); etc.

•        Credit application of explanations of conformity: e.g. explanations of how views may change through informational social influence/internalisation.

**Q27.**

**[AO1 = 4]**

(a)     D

(b)     C

(c)     B

(d)     A

**Q28.**

**[AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 2 | 3 – 4 | Two suggestions for dealing with ethical issues in social influence research are clearly explained. Minor detail is sometimes lacking or there is slight inaccuracy. The answer as a whole is clear with use of specialist terminology. |
| 1 | 1 – 2 | Two suggestions for dealing with ethical issues in social influence research are identified. Any explanation lacks detail/accuracy.  The answer as a whole lacks clarity. Specialist terminology is either absent or inappropriately used.  **OR** one suggestion at Level 2. |
|  | 0 | No relevant content. |

**Possible content:**

•   Participants should be given the right to withdraw (at the start; throughout the study; withdraw their data at the end)

•   Participants should not be put in embarrassing/uncomfortable situations

•   Participants should be fully debriefed at the earliest opportunity

Credit other relevant suggestions.

**Q29.**

**[AO1 = 6]**

**1 mark** – for knowledge of each relevant variable

**Plus:**

**1 mark** for each brief outline of how the variable was manipulated by Asch

**Content:**

•   Group size – Asch varied the number of confederates/stooges

•   Unanimity – Asch sometimes arranged for a confederate to give a different answer to the majority/same answer as the real participant

•   Task difficulty – Asch made the right answer less obvious by having lines of similar length

Credit other relevant variables.

**Q30.**

**[AO1 = 6 AO2 = 2 AO3 = 4]**

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

**Q32.**

**[AO2 = 3]**

**3 marks** for a clear, elaborated explanation of how Asch’s conformity research illustrates the chosen feature – must be explicit contextualisation.

**2 marks** for an explanation with some elaboration. Contextualisation may be implicit.

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

**Possible content:**

•   replicability – Asch’s studies had standardised procedures (eg the number of confederates; length of lines etc) which meant that they could be repeated/replicated to assess consistency/reliability of the findings; this increased the validity of the conclusions drawn

•   theory construction – Asch’s findings led to the development of explanations/theories of conformity, eg that people will conform to group pressure to avoid ridicule (normative social influence)

•   hypothesis testing – Asch’s research tested the assumption that naive participants would conform to an obviously wrong answer when placed under group pressure; this was achieved by manipulating an IV (fake/genuine answer) to measure the effect on the DV and keeping other (possible confounding) variables constant.

Credit other relevant content.

**[3]**

**Q33.**

**[AO1 = 2]**

B and D

**Q34.**

**[AO1 = 4 AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 4 | 7 – 8 | Knowledge of Asch’s findings in relation to two variables affecting conformity is accurate with some detail. Explanation of two limitations is effective. Minor detail and/or expansion sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively. |
| 3 | 5 – 6 | Knowledge of Asch’s findings in relation to one/two variables affecting conformity is evident but there are occasional inaccuracies/omissions. There is some effective explanation of one or two limitations. The answer is mostly clear and organised. Specialist terminology mostly used appropriately. |
| 2 | 3 – 4 | Limited knowledge of Asch’s findings in relation to one/two variables affecting conformity is present. Focus is mainly on description. Any explanation of limitation(s) is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions. Or just limitations done well. |
| 1 | 1 – 2 | Knowledge of Asch’s findings in relation to at least one variable affecting conformity is very limited. Explanation of limitation(s) 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. Or just limitation(s) at level 2. |
|  | 0 | No relevant content. |

**Content:**

•        Asch found that group size affected level of conformity – up to 3 confederates levels increased, thereafter they tended to plateau.

•        Asch found that task difficulty affected level of conformity – where the lines were of similar length making the judgement more difficult conformity levels increased (whereas when correct answer was obvious the levels decreased).

•        Asch found that unanimity affected level of conformity – where the majority were unanimous in their wrong answer, conformity levels increased (whereas when there was an ally, conformity levels deceased).

Credit other relevant findings in relation to other variables studied by Asch.

**Limitations:**

•        Asch’s findings may not be so relevant today – the outcome may have been influenced by social attitudes of the 1950s – post-war attitudes that people should work together and consent rather than dissent.

•        Asch’s task was artificial – therefore not a valid measure of real life conformity where conforming takes place in a social context and often with people we know rather than strangers.

•        Gender bias – use of a male sample thus may not represent female behaviour.

•        Use of volunteer sample whose behaviour may not represent that of a wider population.

•        Ethical problems including deception (participants believed they were taking part in a test of perception) and protection from harm (participants were put in a stressful and embarrassing situation).

Can credit two separate ethical limitations.

Credit other relevant limitations.

**Q35.**

**[AO1 = 2 AO3 = 2]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 2 | 3 – 4 | Outline of normative social influence as an explanation of conformity is clear and has some detail. Some evaluation relevant to conformity is clear. The answer is generally coherent with effective use of terminology. |
| 1 | 1 – 2 | Outline of normative social influence lacks clarity and/or detail and/or link to conformity. Evaluation is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used.  For 2 marks, **either** outline **or** evaluation is done well. |
|  | 0 | No relevant content. |

**Possible Content:**

•        People agree with the opinion of the majority in order to be liked and gain approval/acceptance/avoid rejection/avoid ridicule.

•        This often leads to compliance which is where people will agree publicly with the group but privately they do not change their personal opinions.

**Possible evaluation points:**

•        Evidence to support, e.g. Asch – when interviewed afterwards participants said they conformed to avoid rejection by others

•        There are individual differences in how much people want to be liked by others and therefore not everyone will conform due to this desire

•        Other explanations, e.g. informational social influence, conformity to social roles, social identity theory.

Credit any other relevant points.

**Q36.**

**[AO1 = 1]**

**1 mark** – C

**Q37.**

**[AO1 = 6 AO3 = 10]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 4 | 13-16 | Knowledge of reasons why we conform is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and / or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively. |
| 3 | 9-12 | Knowledge of why we conform is evident but there are occasional inaccuracies / omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately. |
| 2 | 5-8 | Limited knowledge of why we conform is present. Focus is mainly on description. Any discussion that is present is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. |
| 1 | 1-4 | Knowledge of why we conform is very limited. Any 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. |
|  | 0 | No relevant content. |

**Possible content:**

Knowledge of reasons why we conform.

•   normative social influence – going along with the majority through fear of rejection / being seen as an outcast; a desire to be liked; leads to compliance; conforming for emotional reasons – a temporary change in view / behaviour

•   informational social influence – going along with the majority through acceptance of new information; a desire to be right; leads to internalisation; conforming for cognitive reasons – a permanent change in view / behaviour

•   conformity to social roles

•   accept types of conformity: identification – wanting to have affinity with a group that we value; internalisation – private acceptance of the majority view; compliance – public acceptance despite private disagreement

•   accept variables affecting conformity as reasons – group size; unanimity; task difficulty

•   accept dispositional explanations such as having an external locus of control

**Possible discussion points:**

Discussion of reasons why we conform.

•   use of evidence to discuss the reasons (e.g. Sherif (1935), Asch (1951), Anderson et al (1992), Baron, Vandello & Brunsman (1996), Zimbardo (1973) )

•   normative social influence can explain the results of conformity studies in unambiguous situations e.g. Asch

•   informational influence can explain conformity in ambiguous situations in which both public and private agreement occurs, e.g. Sherif, Jenness

•   analysis of Asch variations when linked to discussion of reasons

•   discussion of difficulty measuring and / or distinguishing between reasons why conformity occurs

•   discussion of individual differences in reasons for conformity, e.g. gender, culture, locus of control, level of expertise, nAffiliators

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

**[16]**

**Q38.**

**[AO1 = 4 AO3 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 4 | 7-8 | Knowledge of the procedure of Zimbardo’s research into social roles 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 the procedure of Zimbardo’s research into social roles 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 the procedure of Zimbardo’s research into social roles 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 the procedure of Zimbardo’s research into social roles 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:**

•   24 U.S male student volunteers

•   randomly assigned role of prisoner or guard

•   prisoners unexpectedly arrested at home

•   deloused, given prison uniform and ID number

•   given some rights, e.g. 3 meals, 3 supervised toilet trips a day and 2 visits per week

•   guards were given uniforms, clubs, whistles and wore reflective sunglasses

•   Zimbardo took role of prison superintendent

•   planned duration was 2 weeks

•   stopped after 6 days.

**Possible evaluation points:**

•   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

•   good internal validity: participant selection; random allocation of roles.

Credit other relevant evaluation that relates to the procedure of Zimbardo’s Stanford Prison study.

Credit description and evaluation of procedures of other studies of social role by Zimbardo.

**[8]**

**Q39.**

**[AO1 = 2]**

**1 mark** – for brief outline of how each relevant variable was found to affect conformity.

**Possible content:**

•   increasing the size of the majority increased conformity (up to a majority of 3)

•   increasing task difficulty increased conformity

•   presence of a dissenter who did not conform reduced conformity

•   withdrawal of a dissenter led to increased conformity

•   writing the answer down (rather than saying aloud) reduced conformity

•   individual differences, e.g. highly confident individuals conformed less.

Credit answers that give relevant variable and associated percentage i.e. without reference to increase / decrease.

No marks for just naming the variables.

Credit other relevant variables.

Cannot give both marks for same variable with two different effects.

**[2]**

**Q40.**

(a)  **[AO2 = 3]**

**3 marks** for a clearly stated and appropriate directional operationalised hypothesis: The number of people who conform will be (significantly) higher in the difficult condition than in the easy condition.

**OR**

The number of people who conform will be (significantly) lower in the easy condition than in the difficult condition.

**2 marks** for a statement with both conditions of the IV and the DV that lacks the clarity of the 3 mark answer, with only one variable operationalised.

**1 mark** for a muddled statement with both conditions of the IV and DV present, where neither variable is operationalised OR only one condition of the IV.

**0 marks** for a non-directional hypothesis or aim/questions/correlational hypotheses.

**3**

(b)  **[AO2 = 3]**

**1 mark** for identification of the correct experimental design − independent groups (measures)/unrelated.

**Plus**

**2 marks** for a clear and coherent explanation of an advantage using appropriate terminology that is applied to the study.

**OR**

**1 mark** for a brief/vague/muddled explanation of an appropriate advantage that could apply to this study.

**Possible advantages:**

•   conformity/non-conformity not affected by order in which participants do the conditions as participants only do either the easy or the difficult condition (order effects)

•   guessing the study is about conformity, less likely as participants only aware of own easy/difficult condition (demand characteristics)

•   same task/materials can be used in both the easy and the difficult conditions as the participants only see the cards once.

Credit other relevant advantages.

If the experimental design is wrong or absent, but the advantage could apply to independent groups in this study, then this can receive credit.

**3**

(c)  **[AO2 = 1]**

Correct answer = B

**1**

(d)  **[AO2 = 1]**

Correct answer = C

**1**

(e)  **[AO2 = 2]**

**2 marks** for a clear and coherent psychological explanation of the difference in conformity between the two conditions, using appropriate terminology.

**1 mark** for a brief, vague or muddled explanation lacking appropriate specialist terminology **OR** only one condition explained.

**Possible content:**

•   more difficult task leads to increased likelihood of conforming to the majority than in the easy task because of the need to be right/internalisation/increased ambiguity/lack of confidence.

**OR**

•   less difficult/easier task leads to decreased likelihood of conforming to the majority than in the difficult task because of lack of ambiguity/increased confidence.

Accept other relevant content such as those comparisons between different types of conformity or different explanations e.g. authoritarian personality/locus of control in the two conditions

e.g. those who conformed in the easy task did so because they wanted to fit in whereas those who conformed in the difficult task did so because they thought others knew more.

**2**

**[10]**

**Q41.**

**[AO1 = 6]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 3 | 5-6 | Knowledge of the procedure of Zimbardo’s research into social roles is clear and generally accurate. The answer is generally coherent and specialist terminology is used appropriately. |
| 2 | 3-4 | Some knowledge of the procedure of Zimbardo’s research into social roles is evident but the answer lacks clarity. There is some appropriate use of specialist terminology. |
| 1 | 1-2 | Limited knowledge of the procedure of Zimbardo’s research into social roles is present. There may be inaccuracies, specialist terminology is either missing or inappropriately used. |
|  | 0 | No relevant content. |

**Possible content:**

•   observational study in basement at Stanford university

•   24 US male student volunteers

•   psychological assessment: participants chosen psychologically stable and healthy

•   agreed to participate in a 7 to 14-day study

•   paid $15 a day

•   randomly assigned role of prisoner or guard

•   prisoners unexpectedly arrested at home

•   deloused, given prison uniform and ID number

•   small mock prison cells housed 3 prisoners each

•   given some rights, eg 3 meals, 3 supervised toilet trips a day and 2 visits per week

•   guards were given uniforms, clubs, whistles and wore reflective sunglasses

•   guards were told to run the prison but not harm the prisoners

•   guards worked in teams of 3 for 8-hour shifts and allowed off site after shift

•   Zimbardo took role of prison superintendent

•   planned duration was 2 weeks but stopped after 6 days.

Credit other relevant content.

**[6]**

**Q42.**

**[AO3 = 3]**

**3 marks** for a clear and coherent explanation of a limitation of Zimbardo’s research into social roles.

**2 marks** for a less detailed explanation of a limitation which lacks some clarity and/or coherence.

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

**Possible limitations:**

•   ethical issues: lack of informed consent, whether or not the consent gained was sufficiently informed; deception; lack of protection from psychological harm − participants soon became distressed; whether or not the distress should have been anticipated; right to withdraw was initially declined

•   Zimbardo playing a ‘dual-role’/participant observer. 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

•   lack of supporting evidence/exact replication

•   over exaggeration of findings: only a third of participants conformed to roles

Credit use of examples from the study to support argument and elaborate on the limitation given.

Just naming a limitation is not creditworthy.

If more than one limitation is identified credit the best one.

Credit other valid limitations.

**[3]**

**Q43.**

(a)  **[AO2 = 4]**

**1 mark** for:

•   group A scores indicate a negatively skewed distribution

**Plus 1 mark** for:

•   because the mean is lower than the median/mode or to the left-hand side of the distribution (accept alternative wording)

**and**

**1 mark** for:

•   group B scores indicate a positively skewed distribution

**Plus 1 mark** for:

•   because the mean is higher than the median/mode or to the right-hand side of the distribution (accept alternative wording)

Do not credit explanation without correct identification.

**4**

(b)  **[AO2 = 2]**

**2 marks** for a clear explanation of what the difference in mode values of the two age groups shows.

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

**Possible content:**

•   the most frequent conformity score in the younger age group was (a lot) higher than the most frequent conformity score in the older age group

**OR**

•   the most frequent conformity score in the older age group was (a lot) lower than the most frequent conformity score in the younger age group.

Accept other relevant content.

**2**

**[6]**

**Q44.**

**[AO1 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 2 | 3-4 | The description of how Zimbardo investigated conformity to social roles is clear and detailed. The answer is generally coherent with effective use of specialist terminology. |
| 1 | 1-2 | The description of how Zimbardo investigated conformity to social roles is limited or muddled. Specialist terminology is not always used appropriately or is absent. |
|  | 0 | No relevant content. |

**Possible content**:

•   set up mock prison in the basement of Stanford University

•   observational study – controlled, participant, overt

•   emotionally stable volunteers were assigned to roles of either prisoner or guard

•   prisoners ‘arrested’, blindfolded, strip searched, etc

•   guards given a night stick, dark glasses, uniform etc and told to maintain order

•   prisoners’ daily routines were heavily regulated by guards working in shifts

•   dehumanisation of prisoners, eg wearing nylon stocking caps and numbered smocks, etc

•   the study was planned to run for two weeks, but was stopped early.

Credit other valid points.

Note there is no credit for description of aims, or findings/conclusions.

**[4]**

**Q45.**

(a)  **[AO2 = 4]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Mark** | **Description** |
| 2 | 3-4 | The consent form is clear with some accurate detail. The information is used appropriately to obtain informed consent for this study. The answer is generally coherent with effective use of appropriate terminology. |
| 1 | 1-2 | The consent form is partial or has limited detail for obtaining informed consent for this study. The answer lacks coherence and use of appropriate terminology. |
|  | 0 | No relevant content. |

**Possible content:**

•   detail about what they would be asked to do, eg attend an interview with three other students asking questions about their attitudes to the school’s homework policy

•   will require the participant’s agreement/could be written as a form that participants need to sign

•   no pressure to consent/they can withdraw at any time

•   their data will be kept confidential and anonymous.

If there is no detail of what they would be asked to do and no agreement/consent asked for, **max 1** **mark**.

If not written verbatim, **max 3 marks**.

Credit any other relevant information.

**4**

(b)  **[AO2 = 2]**

**2 marks** for a clear and coherent explanation of how stratified sampling might improve the design of this study.

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

**Possible content:**

•   stratified sampling could ensure that various groups are represented in terms of their proportionality in the population

•   this would improve the generalisability of the results.

Credit other relevant answers, eg comparison with volunteer sampling.

**No marks** for simply stating increases validity/reliability.

**2**

(c)  **[AO2 = 2]**

**2 marks** for a clear and coherent explanation of Ava’s behaviour that is linked to conformity using appropriate terminology.

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

**Possible content:**

•   Ava wanted the approval of her friends so she agreed with them about having too much homework in order to be liked – normative social influence

•   although Ava privately disagreed with her friends about the amount of homework she was set, she publicly agreed with them – compliance

•   Ava wanted to have affinity with the group as they were her friends – identification

•   Ava was influenced by her three friends as three is the optimum number for conformity – Asch’s research.

Credit other relevant information.

**2**

**[8]**

**Q46.**

**[AO1 = 1]**

C

**[1]**