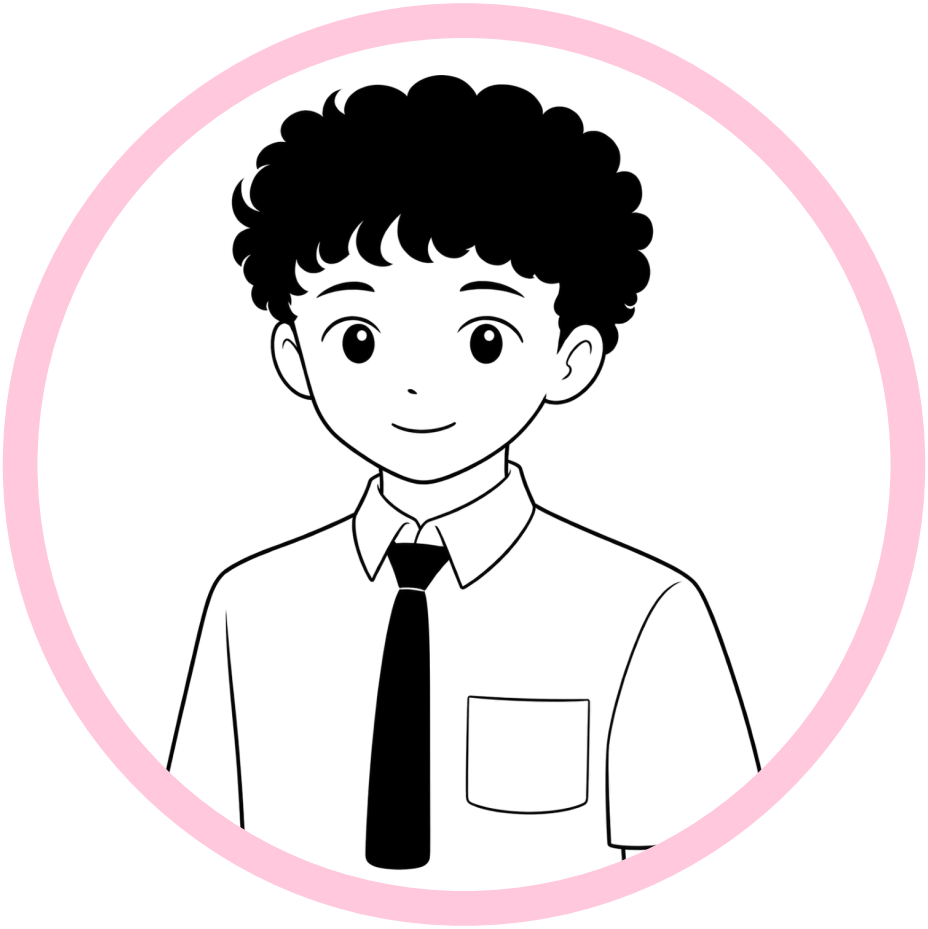
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.1 CONFORMITY

SCORE	PERCENTAGE
/219	%

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Q1.

[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]

Q2.

[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.

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		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]

Q3.

[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

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		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]

Q4.

[AO1 = 1]

1 mark – C

Q5.

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[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.

Q6.

[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.

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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.

Q7.

[AO1 = 2]

B and D

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Q8.

[AO1 = 2]

A and E

Q9.

[AO1 = 2 AO3 = 4]

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

Possible criticisms:

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

Possible discussion points:

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

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

Q10.

[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

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		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.

Q11.

[AO1 = 6]

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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.

Q12.

[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.

Q13.

[AO1 = 4]

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(a) D

(b) C

(c) B

(d) A

Q14.

[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.

Q15.

[AO1 = 4]

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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.

Q16.

[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.

Q17.

[AO1 = 6 AO2 = 4 AO3 = 6]

Level	Marks	Description

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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.

Q18.

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).

Q19.

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).

Q20.

(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.

Q21.

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.	**2 marks Basic evaluation** The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a

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There is little evidence of selection of material to address the question.	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.

Q22.

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

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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.

Q23.

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

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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.

Q24.

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

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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.

Q25.

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.

Q26.

(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).

Q27.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have

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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.

Q28.

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

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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.

Q29.

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.

Q30.

AO1 = 2

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

Q31.

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AO1 = 4

AO2 = 4

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

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

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

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
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.

Q32.

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.

Q33.

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.

Q34.

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

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

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

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- 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.

Q35.

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.

Q1.

While the majority of students correctly identified relevant variables, such as task difficulty, unanimity of group and group size, they then failed to explain how it affected conformity. There needed to be some indication as to whether it increased or decreased conformity.

Q2.

There were some excellent answers to this question, with students showing very detailed knowledge of the procedures together with some extremely effective evaluation. For example, students were able to criticise Zimbardo for his dual role of prison superintendent and researcher and the impact it had on his study. However, this question also demonstrates the importance of reading the question carefully. Students were required to describe the procedures, not the findings or conclusions. They were also required to evaluate the procedures, not the implications of the study. It shows the importance of selecting relevant material and shaping it to the specific question.

Q3.

The key phrase in the question was ‘why people conform’ , meaning that the focus needed to be on explanations for conformity. Some students produced excellent essays, outlining key elements of explanations for conformity and then using research findings (Asch, Sherif, Jenness etc) to evaluate explanations e.g. the roles of normative and informational social influence in explaining Asch’s findings. However for many students the key term ‘conformity’ simply triggered Asch’s studies. They described his procedures and findings but did not link them clearly to explanations for conformity; instead they focused on methodological and ethical evaluations of Asch and other conformity research (e.g. Zimbardo) that were rarely made relevant to explanations (how could ethical issues be relevant to explanations?). Better answers used a range of studies linked to explanations, and also considered relevant aspects such as gender, culture, and individual differences such as locus of control. Some students confused conformity with obedience and received little or no credit.

Q4.

Most students were able to correctly answer these questions, with 91% and 87% getting the marks respectively

Q5.

Most students could give an outline of normative social influence that involved reference to conforming due to the need to be liked or approved by the group. This often included reference to compliance and to public acceptance but private rejection of the behaviour. While knowledge was usually good, many students simply did not provide creditworthy evaluation. For some this was due to not providing any evaluation at all and for others it was their inability to use studies effectively to evaluate normative social influence as an explanation for conformity. To use a study such as Asch’s effectively, there needed to be some reference to the fact that his participants themselves commented that they knew their answers were wrong, but they didn’t want to be rejected by the group. A study being used as evaluation for an explanation can only receive credit if it is clear how the findings support or challenge the explanation.

Q6.

Many students started their response with a detailed and unnecessary description of Asch's original study, before eventually getting round to describing Asch's variations in answer to the question. Group size, unanimity and task difficulty were the most common variables presented. Some students evidently misunderstood the term 'variables' in the question, incorrectly assuming that this was a reference to informational and normative social influence. Although the question clearly required an outline rather than a discussion, some students wasted time explaining possible reasons for increased or decreased conformity in variations of the study. The limitations tended to be sensible although they were not always sufficiently elaborated or explained. Completely generic limitations were not creditworthy. Sometimes limitations were conflated, for example, when discussing the time bound nature of Asch's findings some students offered Perrin and Spencer's alternative findings as an elaboration, apparently failing to realise that this research better illustrates the problem of the combined effect of individual differences in competence and the nature of the task in Asch's findings.

Q18.

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

Q19.

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Q20.

(a) This question was mostly answered correctly, although some responses did not refer to private disagreement, or were confused with obedience.

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

Q21.

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

that Moscovici was a study investigating minority influence and not a study of conformity (majority influence).

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

Q22.

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

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

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

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

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Q24.

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

Q25.

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

Q26.

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

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

Q27.

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

normative social influence.

Q28.

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

Q29.

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

Q30.

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

Q31.

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

Q32.

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

Q33.

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

Q34.

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

Q35.

This question was answered well.

Q1.

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.

Q2.

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

(a) **AO3 = 2**

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

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

(b) **AO3 = 2**

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

(c) **AO3 = 2**

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

Q3.

AO1 = 2

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

1 mark for each correct answer.

Q1.

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

Q2.

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

Q3.

(Multiple choice question)