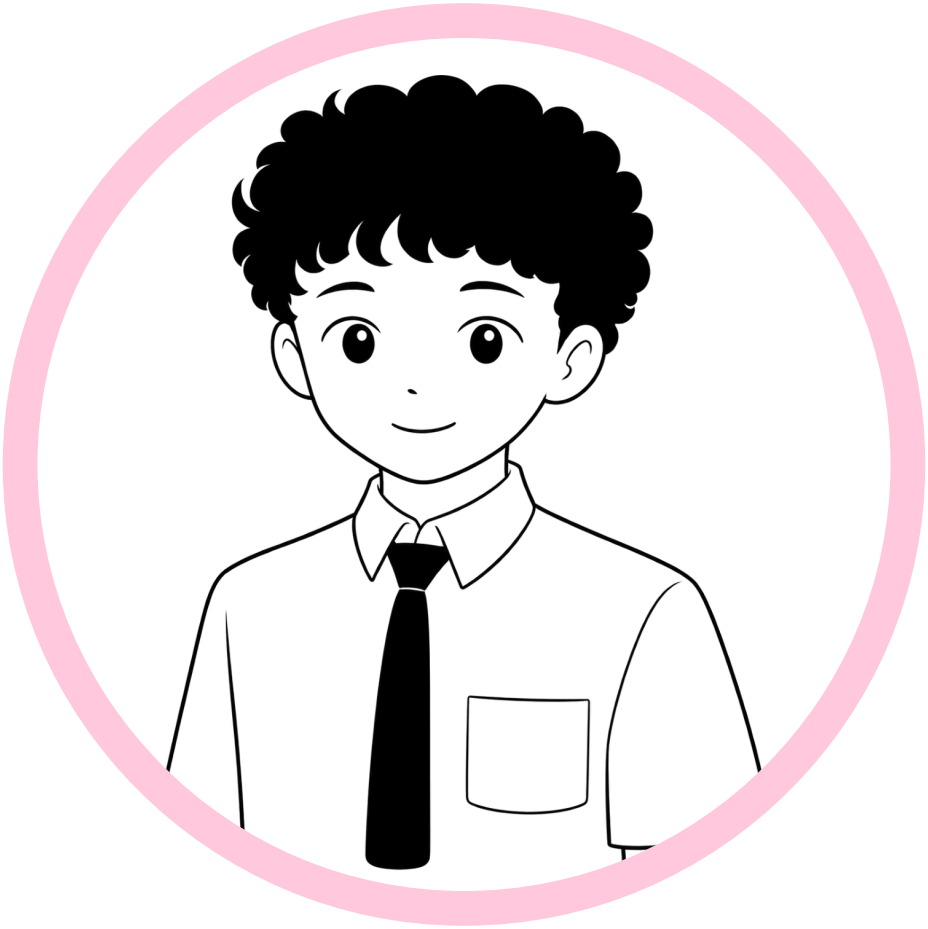
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.1 MINORITY INFLUENCE

SCORE	PERCENTAGE
/41	%

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Q1.

[AO2 = 6]

Level	Mark	Description
3	5-6	Knowledge of minority influence is clear and generally well detailed. Application to Jenny's situation is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3-4	Knowledge of minority influence is evident. There is some effective application to Jenny's situation. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1-2	Knowledge of minority influence is limited. Application to Jenny's situation is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Jenny should demonstrate consistency by not deviating from her view that not grading work is a good idea despite social pressure – she could point out that this is a view that she has held throughout her teaching career
- Jenny should demonstrate commitment by placing herself at some risk / inconvenience – she may volunteer to field criticisms from students, parents, other departments, etc. This will draw more attention to her 'cause' (augmentation principle)
- Jenny should demonstrate flexibility by adapting her view / accepting other valid counterarguments. Perhaps some pieces of work could be ungraded but not all – for instance, grading mock exams but not homework
- over time, the rest of the department may become 'converted' (snowball effect) – for example, if Jenny's students start to perform particularly well
- other valid points, e.g. persistence, confidence, social cryptoamnesia

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

No application to Jenny's situation maximum 2 marks.

[6]

Q2.

(a) **[AO1 = 3]**

1 mark for each of the following:

- Consistency
- Commitment

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- Flexibility/non-dogmatic

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

(b) **[AO2 = 3]**

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

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

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

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

Possible applications:

- Marcus could show consistency by keeping on repeating the same message about how great it would be to go travelling
- Marcus could show commitment by explaining how he is taking time and working hard to plan the travelling trip and saving for the trip
- Marcus could show flexibility by listening to the others and agree to going on a beach holiday at the end of the travelling trip

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

Credit other relevant applications.

Q3.

[AO2 = 6]

Level	Marks	Description
3	5 – 6	Knowledge of social influence processes related to social change is clear and generally well detailed. Application to changing views of homosexuality is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3 – 4	Knowledge of social influence processes related to social change is evident. There is some effective application to changing views of homosexuality. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1 – 2	Knowledge of social influence processes related to social change is limited. Application to changing views of homosexuality is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

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Possible content:

Application of social influence research to changing views of homosexuality from the following:

- factors affecting minority influence including consistency, commitment and flexibility
- social change occurs when minority view, eg Gay Rights campaigners, challenges majority view and is eventually accepted as the majority
- theory related to conformity such as informational social influence and / or internalisation
- influence of obedience, eg changes to the laws making equal rights more of a social norm
- credit other relevant points, eg influence of media, as long as they are rooted in sound psychology
- can also credit theories linked to minority influence, eg social impact theory, snowball effect, social cryptoamnesia.

Q4.

[AO2 = 6]

1 mark – for knowledge of each relevant reason/factor

Plus:

1 mark for each brief application to situation

Content/Application:

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

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

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

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

Q5.

[AO2 = 7]

Level	Marks	Description
4	6 – 7	Knowledge of conformity **and** minority influence

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		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.

Q6.

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

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

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

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 6

There are various ways in which social influence research can help explain social

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change and examiners must be aware of the wide range of possible answers here. However, social change refers to the change that occurs in a society and not at the individual level.

- Minorities bring about social change by being consistent, flexible and non-dogmatic. Through social crypto-amnesia and the snowball effect, gradually the minority turns into the majority.

- Dictators can bring about social change through power and through the process of obedience.

Detailed descriptions of studies (eg Moscovici) are only relevant if they are used effectively to show how they have helped our understanding.

Research can refer to either theory or study.

AO1 Mark bands
6 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of how social influence research helps our understanding of social change. There is appropriate selection of material to address the question.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
3 – 2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief / flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Q7.

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

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

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

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO2 = 4

Unlike majority influence, which maintains the status quo, minority influence brings about social change. If a minority is consistent, flexible and non-dogmatic, they can challenge the beliefs held by the majority. Over time, through the snowball effect the minority becomes the majority and their beliefs become widely held. Sometimes through social crypto-amnesia, the original source of the influence is forgotten. Candidates may refer to research such as that by Moscovici, but the focus of the answer should be on explaining social change, rather than on describing his research itself.

AO2 Explanation of minority influence in social change
4 marks Effective explanation Effective explanation that demonstrates sound knowledge of the role of minority influence in social change.
3 marks Reasonable explanation Reasonable explanation that demonstrates knowledge of the role of minority influence in social change.
2 marks Basic explanation Basic explanation of the role of minority influence in social change.
1 mark Rudimentary Rudimentary, muddled, explanation of the role of minority influence in social change demonstrating very limited knowledge.
0 marks No creditworthy material.

Q1.

Overall knowledge of the processes involved in minority influence was impressive, though some students did not differentiate clearly between commitment and consistency. There was variability in the extent of application to the scenario. Some examples of how Jenny might persuade the rest of the department were realistic and appropriate, but others, such as going on hunger strike, were inappropriate and clearly linked to examples such as the suffragettes. At the top end there was reference to augmentation, conversion and the snowball effect.

Q2.

(a) Many students were able to name three relevant behaviours, and although most chose to use those named on the specification, other legitimate behaviours, such as self-sacrifice, were credited. Some students presented broader concepts related to minority influence, eg the snowball effect, which were not credited as they are not ways of behaving that could be demonstrated by a minority wishing to influence a majority.

(b) This question was answered with varying degrees of success. Many students simply embellished or elaborated their answer to part (a), typically stating that ‘Marcus should show consistency by being consistent in his point of view.’ Better responses explained clearly what Marcus could do to show his consistency in a practical sense, for example, ‘He would repeat to his friends over and over how good it would be to go travelling.’ Of the three behaviours, applications that were most successful tended to be those explaining how Marcus would show flexibility. Some students chose to illustrate commitment by offering implausible and probably ineffective suggestions, for example, that Marcus could go on hunger strike or refuse to speak to his friends to persuade them to go travelling.

Q6.

In spite of the fact that this question has been asked in several previous papers, students still appear to struggle with the concept of social change. They need to understand that the scope of the change is not merely by a few individuals but by a whole society. However, some students produced excellent answers, by considering the role of a consistent minority, who are able, through challenging their views, to persuade the majority to accept this new point of view. Over time and through the snowball effect, the minority gradually becomes the majority and at this point the change occurs.

Unfortunately, far too many students saw the words “social influence” and assumed it was an invitation to write about Asch or Milgram.

Q7.

There were some extremely well informed answers to this question, with students demonstrating sound understanding of how minorities can bring about social change. Such answers made reference to minorities being consistent, flexible and non-dogmatic. They outlined the snowball effect and the impact of social crypto amnesia in the process. Weaker answers described research into minority influence (such as Moscovici or Clark) but without selecting aspects of the research relevant to social change. They gained some marks by showing that for a minority to bring about change it needed to be consistent etc.

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