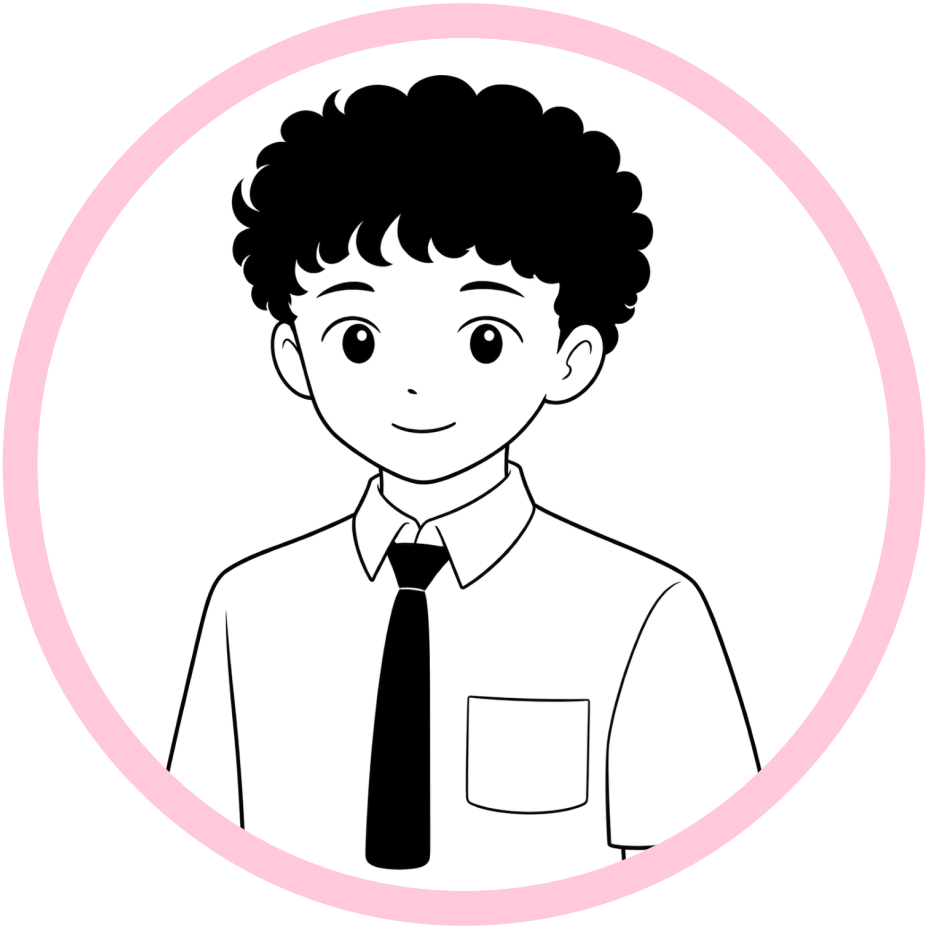
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.1 RESISTANCE TO SOCIAL INFLUENCE

SCORE	PERCENTAGE
/84	%

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Q1.

(a) **[AO2 = 4]**

1 mark for correct identification of boy: Daniel

Plus

1 mark for reference to Daniel's internal locus of control

Plus

2 marks for elaboration

Possible Content:

- He believes that people are successful due to hard work and determination
- Daniel is less likely to rely on the opinion of others in the class, making him more immune to social influence
- Daniel will see himself as more of a leader than a follower, making him less likely to follow the majority
- Daniel will not seek social approval as much as those who are externals
- Use of research to support the explanation or as part of the explanation can get credit (eg Avtgis, 1998) but not required to get full marks.

Credit other relevant points.

(b) **[AO2 = 2]**

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

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

Possible content:

- Tom's refusal will increase their ability to resist social influence/they will be less likely to take part in the play
- Tom acts as social support/presence of a role model of non-conformity
- Tom may not affect Daniel due to Daniel's internal locus of control
- Tom may affect Matthew due to Matthew's external locus of control.

Note: explanations based on obedience are not creditworthy

Q2.

[AO1 = 3 AO3 = 3]

Level	Marks	Description
3	5 – 6	Outline of locus of control as an explanation of resistance to social influence is generally detailed, clear and coherent. Evaluation is clear and effective. There is effective use of terminology.

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

Possible content:

- General concept of locus of control – Rotter (1966)
- People are more likely to resist social influence if they have an internal locus of control
- Internal locus of control enables greater personal efficacy, self-confidence
- Credit also reference to the opposite external locus of control and the inability to resist social influence.

Possible evaluation points:

- Use of evidence for the effect of locus of control on resistance: eg Holland
- Contrast between dispositional (locus of control) explanations and other explanations.

Credit other relevant information.

Q3.

[AO1 = 6 AO2 = 4 AO3 = 6]

Level	Marks	Description
4	13 – 16	Knowledge of two explanations is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between theory and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of two explanations is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to theory are not always explained. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.

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2	5 – 8	Knowledge of two explanations is present but is vague / inaccurate **or** one explanation only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of explanation(s) is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

AO1 Content

Knowledge / description of two explanations of resistance to social influence (usually those named on the specification and implied in stem):

- locus of control – people with an internal locus of control more likely to resist pressure to conform and less likely to obey than those with an external locus of control; people with an internal locus of control believe they control own circumstances; less concerned with social approval. Credit measurement of locus of control (Rotter, 1966)
- social support – defiance / non-conformity more likely if others are seen to resist influence; seeing others disobey / not conform gives observer confidence to do so; description of forms of social support – disobedient role models (obedience), having an ally (conformity); explanation of why these produce resistance, eg breaks unanimity of group in conformity situations, challenges legitimacy of authority figure.

Credit other acceptable explanations of disobedience / defiance and non-conformity, eg:

- being in an autonomous state; previous experience; gender; culture; high level of moral reasoning; reactance / the ‘boomerang effect’.

Credit also the inverse of factors usually used to explain conformity and obedience, eg (lack of) uniform; (increased) distance between participant and victim / authority figure; (reduced) group size; (lack of) ambiguity of task.

Credit knowledge of relevant evidence, eg Gamson et al (1982), Schurz (1985), Feldman and Scheibe (1972), Milgram (1963), Asch (1951).

AO2 Possible application:

- Jack suggests that dispositional factors in resisting social influence are more important
- Sarah indicates that situational factors are more powerful
- ‘strong personality’ could be read as having an internal locus of control that makes someone better able to resist social influence
- ‘what other people are doing at the time’ relates to whether ‘they’ are seen to be conforming / obeying, suggesting social support is influential in resisting

social influence.

AO3 Possible discussion points:

- commentary on two explanations of resistance to social influence
- use of evidence to support / illustrate the influence of the explanations chosen, eg specific studies of defiance / non-conformity and / or variations of Asch's and / or Milgram's basic experiments that demonstrated increased resistance
- use of real-world examples to illustrate the explanations
- other social psychological concepts / processes used to support discussion of the explanations, eg influence of social support may be explained by reduced normative pressure, minority influence
- comparison / analysis of the relative power of the explanations
- discussion / analysis of different forms of resistance, eg independent behaviour vs anti-conformity.

Credit other relevant discussion points.

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

Q4.

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

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

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

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

AO1 = 4

AO2 = 4

AO1: There are many explanations why people resist pressure to conform.

- Having an internal locus of control
- Confident personality
- Prior commitment
- Social support of ally
- Reactance

Credit alternative explanations where relevant, such as factors, culture, gender etc.

AO1	**Knowledge of explanations why people resist pressure to conform**

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4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of one or more explanations of why people resist the pressure to conform. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief / flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

AO2: The commentary may be a consideration of how well the explanation(s) explain resistance. Or it could be use of empirical evidence to support the explanation. Simply describing evidence would not gain AO2 credit. For example there are several studies that demonstrate the impact of reactance (e.g. Bushman et al; Hamilton et al). As the question requires students to discuss, credit can be given for wider discussion points, such as implications and consequences.

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

Q5.

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. One explanation at Level 4
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. One explanation at Level 3
	0	No relevant content.

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

AO1

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

AO3

Marks for discussion of at least two explanations of defiance of obedience. Use of evidence to support / illustrate the influence of the explanations chosen, eg specific studies of defiance and / or variations of Milgram's basic experiment that

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demonstrated increased defiance. Discussion of the wider implications of the explanations, eg in real-life situations of defiance. Credit any other social psychological concepts that are appropriately applied to defiance of authority. Comparison of relative power of explanations. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations eg use of specific studies.

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.

(a) **[AO1 = 2, AO2 = 2]**

AO1

Award up to two marks for an outline of the Authoritarian Personality as an explanation for obedience to authority.
Likely points: a collection of traits / dispositions; developed from strict / rigid parenting; conformist / conventional / dogmatic; obedient / servile towards people perceived as having higher status / harsh towards people perceived as having lower status; reference to F-scale as a way of measuring personality type.
One mark only for a list of traits.
Accept other valid answers.
0 marks for simply saying ‘obedience is more likely’.

AO2

Award up to two marks for discussion which may be for two brief points or a single point that is elaborated.
Likely points: measurement of authoritarianism relies on self-report (F-scale) data which may be unreliable; contrast with situational factors (Milgram) eg proximity of authority figure, may have greater influence on obedience levels; difficulty in establishing cause and effect between authoritarianism / parenting style and obedience; explanation cannot easily account for obedience of entire social groups / societies.
Credit use of evidence as part of the discussion.

(b) **[AO1 = 2]**

Award up to two marks for an outline of one psychological explanation for defiance. Award one mark for identification / brief outline of a relevant explanation and one mark for elaboration / expansion which could be through an example.
Likely explanations: the influence of disobedient role models / social support; being in an autonomous state; past experience; opportunity to question the motives of the authority figure; personal conviction.
Also credit the inverse of factors / explanations usually used to explain obedience to authority eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting.
Credit descriptions of evidence used as elaboration / expansion eg detail of Milgram`s variations that led to an increase in defiance.

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Do not credit reference to increase in defiance / decrease in obedience alone.

Q7.

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

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

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

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

AO1 = 4

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

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

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

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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

People resist pressure to conform for a variety of reasons:

- Desire for individuation
- Have an internal locus of control
- Support of colleague
- Prior commitment
- Dispositional Factors
- Models of independence / non-conformity
- Exposure to dissent.

Credit any other relevant explanation. Students may offer one explanation in detail or more than one but in less detail. There is a breadth-depth trade-off here.

Merely identifying reasons without any explanation, maximum 2 marks.

4 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people resist pressures to conform. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding of why people resist pressure to conform. There is some evidence of selection of material to address the question.
2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding of why people resist pressure to conform but lacks detail and may be muddled.
1 mark Very brief / flawed or inappropriate The student provides an explanation, which is very brief or flawed and demonstrates very limited knowledge of why people resist pressure to conform.

0 marks No creditworthy material.

Q9.

(a) **AO2 = 4**

(i) Petra is showing external locus of control.

(ii) Dan is showing an internal locus of control.

(iii) George did not put his name forward as he was obeying his father, someone who he is likely to see as a legitimate authority figure. Candidates could indicate that it was obedience that caused George's behaviour. They might also refer to the influence of an authority figure.

(b) **AO2 = 4**

The student who is most likely to resist pressure to conform is Dan. He has an internal locus of control and research has suggested that those people who believe that they are in control of their environment are less likely to conform. These personality types are much more likely to behave independently. Dan's attributional style allows him to resist the pressure to conform. Another reason could be gender. Males have been shown to be more independent than females.

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

Q10.

AO1 = 4

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

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1 mark for a brief outline such as " how much control someone thinks they have". Further 3 marks for elaboration, such as including reference to internal and external locus of control.
Candidates may choose to illustrate their answer using other parts of the specification (eg stress).

There is a breadth / depth trade off here; candidates might focus on the ways of measuring locus of control, internal and external control etc (ie depth). Others may consider the measurement as well as looking at other areas of the specification (ie breadth). Clearly both strategies are acceptable and both are equally credit-worthy.

Q11.

AO1 = 2

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

- Individual differences – people with high self-esteem or no need for social approval are less likely to go along with the group.
- Cultural factors – individuals from societies that stress the importance of personal determination (eg individualistic cultures) are more likely to resist the pressure to conform than those from collectivist societies.
- Presence of allies – if there is another person who also disagrees, it is easier for the individual to resist the group pressure.
- The composition of the group – if the people in the group are perceived to have less knowledge than the individual (or low status) it is easier to resist the pressure.

Any other relevant response can receive credit.

Q12.

AO2 = 4

Reasons why people are less likely to obey might include:

- Not accepting that the person giving the order has legitimate authority
- Questioning the motives of the person giving the order.

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

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Q1.

(a) This question was usually answered well, with most students getting 3 or 4 marks. Most students were able to correctly identify Daniel as the boy most likely to resist, due to his internal locus of control (LOC). Students were able to explain that those with an internal LOC have characteristics that make them better able to resist and that they do not seek social approval from others. The problem for some students was spending too long writing about Matthew, or by referring to “high LOC” or “low LOC” but with no reference to internal or external LOC.

(b) This was answered well, with the majority of students referring to Tom being an ally or providing social support. Tom acted as a role model and helped the other two boys resist.

Q4.

As mentioned in the introduction, it is very important that students read the question carefully and make sure that they understand what the question requires them to do. The term discuss requires both AO1 and AO2 to be demonstrated. Students must be able to show that they are using their material as commentary; it needs to be clearly signposted as such. Merely describing a study that illustrates an explanation is not commentary. It is not enough just to say the study supports / challenges the explanation. For students to receive AO2 credit they need to explain how or why the findings of the study support or challenge the explanation being discussed. Consequently, many answers gained full marks for AO1 but few, if any marks, for AO2. Yet again, as seen in other answers far too many students discussed explanations of obedience, with reference to the role of legitimate authority. Students must understand that conformity and obedience are different forms of social influence.

Q5.

This was probably the most poorly answered essay on the paper. Often the focus was entirely on obedience rather than defiance, so marks could only be gained for the description of studies, hence the lowest mark band was applied. Aspects of explanations of obedience could have been shaped to provide explanations for defiance but this was often overlooked by students. Some students were able to list two or three explanations and link these to variations of Milgram’s research. However, within these answers, explanations of defiance were usually only touched upon rather than unpacked. Any reference to Milgram variations and studies of defiance, tended to be descriptive in nature. It was rare that students were able to provide convincing commentary related to why defiance would occur in these situations, or how evidence presented supported the explanations chosen. Many answers advanced four or five suggestions when it may have been better to deal with two or three in appropriate detail alongside supporting evidence and discussion.

Q6.

(a) This was poorly answered, with many students demonstrating that they had little or no understanding of the Authoritarian Personality as applied to obedience, despite its inclusion in the specification. Most answers involved repetition of the idea of obedience and talked generally about factors that might precipitate obedience such as ‘high status’, without any reference to the dispositional explanation. Those answers that did offer accurate content tended to be overly descriptive in nature.

Many answers missed, or misinterpreted, the command to ‘briefly discuss’ the Authoritarian Personality, such that accurate descriptive detail was rarely supported by analytic content.

(b) Most answers identified an explanation, such as ‘social support’, but few developed the answer with, for example, some research evidence or an example to illustrate the explanation. Many students assumed that simply stating that their chosen factor / explanation would make someone ‘less likely to obey’ was sufficient elaboration. However, this was already implied by the question`s focus on *defiance.*

Q7.

There were some excellent answers to this question, with many students showing very good understanding of the term. Better students often used examples to illustrate their answers. A small minority still confused high / low with internal / external.

Q8.

Another question that was usually answered very well, with students referring to reactance, non-conforming allies, the need for independence and having an internal locus of control.
Better answers were able to *explain* rather than merely *state* the reason.

There are still some students who seem to think that conformity and obedience are interchangeable terms.

Q9.

Overall an excellent response to this question, with many candidates finding it easy to identify the locus of control accurately and offering obedience as an explanation for George’s behaviour. In (b) they could identify Dan correctly and many candidates adopted the route whereby they compared the three students, showing a good understanding of social influence. Some of the better answers also made use of their knowledge of gender differences.

Q10.

This was generally a well-answered question, with candidates making good use of examples to illustrate their understanding. It was refreshing to see that candidates could actually link locus of control to obedience and conformity. Perhaps it could be emphasised that locus of control is about the perception of control rather than the control itself. Some candidates seemed to confuse high and low with internal and external. They wrote about people having a high locus of control or a low locus of control, which is meaningless unless internal or external are included.

Q11.

Another straightforward question, providing candidates read the question carefully. Some candidates misread the question and gave reasons why we conform, while other candidates gave more than one reason. The most common response was to do with the presence of allies.

Q12.

Once again, candidates who engaged with the scenario did very well on this question, while those who merely wrote what they knew about resistance to obedience did not.

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Similarly, some candidates were so involved in explaining why we would obey her in a hospital; they forgot to then go on to explain why we would not obey her outside. This is a good example of advising candidates to spend a little time reading the scenario and then selecting the relevant information with which to answer the question.