For your information;

This booklet contains exam questions from specimen papers and past papers from both the new specification and the old one for AS and A2. Several may be very similar, I just wanted to provide you with all of the questions I have available. Mark schemes are in question order at the back of this booklet.

Exam questions from the old spec are slightly different in phrasing and mark scheme but are still useful practice and preparation.

Old spec questions have RED boxes around them.

AS questions have BLUE boxes around them.
Which of the following terms best matches the statements below? Choose one term that matches each statement and write A, B, C, D or E in the box next to it. Use each letter once only.

A   Identification
B   Informational social influence
C   Normative social influence
D   Compliance
E   Internalisation

01. 1 Publicly changing behaviour whilst maintaining a different private view.  

01. 2 Group pressure leading to a desire to fit in with the group.  

01. 3 When a person lacks knowledge of how to behave and looks to the group for guidance.  

01. 4 Conforming to the behaviour of a role model.  

02. Briefly outline and evaluate the findings of any one study of social influence.  

03. Read the item and then answer the question that follows.

Two psychology students were discussing the topic of social influence.

'I find it fascinating how some people are able to resist social influence', said Jack. 'It must be the result of having a confident personality.'

'I disagree', replied Sarah. 'I think resisting social influence depends much more on the presence of others.'

Discuss two explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.
01 Outline two explanations for obedience. [6 marks]

02 Briefly evaluate one of the explanations that you have outlined in your answer to question 01. [3 marks]

03 Read the item and then answer the question that follows.

A small group of environmentally-aware sixth form students are campaigning for their school to become 'paper-free' for the next six months. Recently, they had a meeting with a group of teachers who represent the teaching staff. The teachers told the students that the school could become 'paper-free' if the group of students could convince the rest of the student body it was a good idea.

Use your knowledge of conformity and minority influence to explain the factors that will determine how successful the small group of students will be. [7 marks]

04 Outline the procedures and findings of Zimbardo’s research into conformity to social roles. [4 marks]

05 Briefly discuss two criticisms of Zimbardo’s research into conformity to social roles. [4 marks]
01 Which **two** of the following are situational variables that can affect obedience? Choose **two** from the options A, B, C, D and E.

A Proximity
B Flexibility
C Identification
D Authoritarian personality
E Location

[2 marks]

02 Using an example, explain the role of social influence processes in social change.

[6 marks]

Steph and Jeff are student teachers who recently joined other members of staff on a one-day strike. When asked why they decided to do so, Steph replied, ‘I never thought I would strike but I listened to the other teachers’ arguments and now I have become quite passionate about it’.

Jeff’s explanation was different: ‘To be honest, everyone else seemed to be striking and I didn’t want to be the only one who wasn’t’.

03 Discuss explanations for conformity. Refer to Steph and Jeff as part of your discussion.

[16 marks]
Which two of the following are types of conformity? Shade two boxes only.

A  Agentic state
B  Compliance
C  Group size
D  Identification
E  Unanimity

[2 marks]

Briefly outline and evaluate the authoritarian personality as an explanation of obedience to authority.

[4 marks]

Read the item and then answer the question that follows.

The following article appeared in a newspaper:

Britain’s views on homosexuality – the biggest social change of the last 30 years?

In the UK, views on homosexuality have changed significantly in recent times. Thirty years ago, almost two-thirds of the British public opposed same-sex relationships because they were ‘morally wrong’. These days, homosexuality is accepted and the majority of British people support recent changes to the laws on gay marriage and adoption.

With reference to the article above, explain how social influence leads to social change.

[6 marks]

Describe and evaluate two studies of social influence.

[12 marks]
Which two of the following statements about Zimbardo's prison study are correct?

Shade two boxes only.

The study showed how...

A  roles affect behaviour.
B  people obey authority.
C  unanimity affects behaviour.
D  people conform to the majority.
E  behaviour is influenced by loss of identity.  

[2 marks]

Many people have criticised Zimbardo's prison study.

Identify and briefly discuss two reasons why people have criticised Zimbardo's prison study.

[6 marks]

Social influence research helps us to understand how it is possible to change people's behaviour: for example, understanding how to persuade people to eat more healthily.

With reference to this example of social change, explain how psychology might affect the economy.

[4 marks]

Read the item and then answer the question that follows.

Polly always checks what her friends are going to wear before she gets ready to go out because she does not like to be the odd one out.

Jed watches his colleagues carefully when he starts a new job so that he can work out where to put his things and how long to take for lunch.

Discuss two explanations for conformity. Refer to Polly and Jed in your discussion.

[12 marks]
0 1 Which of the following statements is **TRUE**? Shade one box only.

According to the Authoritarian Personality explanation for obedience, people who show unquestioning obedience...

A have little respect for those in power.

B are kind to those they think are less important.

C are very aware of social status.

D are accepting of people from different backgrounds.

[1 mark]

0 2 Suggest one limitation of the Authoritarian Personality as an explanation for obedience.

[1 mark]

0 3 A senior army instructor is advising new instructors how to ensure discipline in training classes. He says, ‘Always wear your instructor jacket and stand up close when giving instructions. Make them all understand who has responsibility for the exercise. Serious problems should always be dealt with in the instructors’ office.’

Referring to research into obedience, explain three reasons why the instructor’s advice should be effective.

[6 marks]

0 4 Identify three variables affecting conformity and outline how each of these was investigated in Asch’s experiment.

[6 marks]

0 5 Studies of conformity are sometimes criticised for being unethical. Briefly explain two ways in which psychologists might address ethical issues in social influence research.

[4 marks]

0 6 Outline and briefly evaluate locus of control as an explanation of resistance to social influence.

[6 marks]
01.1 Name **three** behaviours that enable a minority to influence a majority. [3 marks]

01.2 Marcus wants to persuade his group of friends to go travelling in the summer but the rest of the group would like to go on a beach holiday.

Briefly suggest how Marcus might use the **three** behaviours that you have identified in your answer to 01.1 to persuade his friends to go travelling. [3 marks]

04 Outline Asch's findings in relation to **two** variables affecting conformity. Briefly explain **two** limitations of Asch's conformity research. [8 marks]

03 One type of conformity is compliance. What do psychologists mean by the term *compliance*? (1 mark)

04 A group of students has to decide what to do with the money left over in their school fund. Most of them want to give the money to a local charity. However, two students, Lisa and Sean, want to buy a pool table for the common room.

Briefly explain how **two** factors might affect whether or not Lisa and Sean will conform to the rest of the group. (4 marks)

05 Outline **one** psychological explanation of obedience to authority. [2 marks]

06 Discuss normative social influence and informational social influence as explanations of conformity. Refer to evidence in your answer. [10 marks]

01 Outline how Milgram investigated the effect of **two** situational factors on obedience. [4 marks]

02 The Authoritarian Personality has been identified as a dispositional explanation for obedience.

Outline the Authoritarian Personality as an explanation for obedience. [2 marks]

03 Outline and briefly explain **two** methodological issues in Asch's studies of social influence. [4 marks]
6 A small environmental group wants to encourage people to use public transport or bicycles instead of using their cars.

Using your knowledge of the role of minority influence in social change, what advice would you give the environmental group?

7 (a) Explain what is meant by internalisation.

7 (b) Explain what is meant by compliance.

8 Discuss one or more explanations of why people resist the pressure to conform.
5 Internalisation is a type of conformity. Outline what is meant by 'internalisation'.

6 Explain how locus of control influences independent behaviour.

7 For each of the terms below, tick whether the definition is true or false.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normative Social Influence</td>
<td>Going along with what others do because you believe it to be the right thing to do</td>
</tr>
<tr>
<td>Informational Social Influence</td>
<td>Copying other people because they know more than you do</td>
</tr>
<tr>
<td>Normative Social Influence</td>
<td>Looking to see what other people do so that you are not wrong</td>
</tr>
<tr>
<td>Informational Social Influence</td>
<td>Doing what other people are doing so that you will be liked by them</td>
</tr>
</tbody>
</table>

8 Psychologists deal with ethical issues in a variety of ways. Explain one or more ways of dealing with ethical issues in social influence research.

9 ‘Milgram’s research has been criticised for its method and for its ethics.’ Evaluate the method used by Milgram in his research into obedience to authority. Do not refer to ethics in your answer.

10 Using your knowledge of psychology, explain why a pupil would be less likely to pick up an empty can in the playground when told to do so by a fellow pupil than when told to do so by the head teacher.
6. Milgram has often been criticised for failing to gain informed consent from his participants. Explain why failing to gain informed consent is an ethical issue. [2 marks]

7. Explain one or more ways in which psychologists attempt to overcome ethical issues. [4 marks]

8. Social influence takes many forms; it can cause people to conform or to obey. Explain one difference between conformity and obedience. [2 marks]

9 (a) Explain what is meant by ‘normative social influence’. [3 marks]

9 (b) Explain what is meant by ‘informational social influence’. [3 marks]

10. Zach, Kieran and Tom were discussing whether or not to attend football trials after school.

   Zach said: “I’m unlikely to be selected; I’m not feeling very lucky and I don’t have my favourite socks with me.”

   Kieran said: “That’s silly; you are just as good a player as I am. We have both been training hard all term; we will be fine.”

   Tom told Zach and Kieran that if they went then he would go, but if they did not go, neither would he.

10 (a) Which boy is demonstrating an internal locus of control? [1 mark]

10 (b) Which boy is demonstrating an external locus of control? [1 mark]

10 (c) Which boy is more likely to resist the pressure to conform? Use your knowledge of psychology to explain your choice. [4 marks]

11. Explain how social influence research helps us to understand social change. [4 marks]
01 Which of the following terms best matches the statements below? Choose one term that matches each statement and write A, B, C, D or E in the box next to it. Use each letter once only.

[4 marks]

Marks for these questions: AO1 = 4

01.1 D
01.2 C
01.3 B
01.4 A

02 Briefly outline and evaluate the findings of any one study of social influence.

[4 marks]

Marks for this question: AO1 = 2 and AO3 = 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Findings are clear and accurate. Evaluation/analysis is clear and coherent.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Findings are clear but there is no evaluation, or, findings and evaluation are both incomplete/partly accurate. For 1 mark there is some detail of findings but no evaluation.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

AO1 Content
Outline of findings of any study of social influence, eg Asch, Milgram, Zimbardo but any study of social influence is acceptable. Accept detail of variations as well as original findings.

AO3 Content
Evaluation of findings, eg analysis of implication of findings; methodological issues such as validity.
Discuss two explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>13–16</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–4</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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, e.g. 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.


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.
01 Outline two explanations for obedience.  

Marks for this question: AO1 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Knowledge of two explanations of obedience is clear and accurate. The answer is clear and coherent. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Some knowledge of two explanations of obedience but there may be some detail missing/lack of clarity. There is some appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Some knowledge of an explanation of obedience is evident but lacks clarity/detail/links to obedience. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible explanations:
- Authoritarian personality: a collection of traits/dispositions developed from strict/rigid parenting; examples of traits – conformist/conventional/dogmatic; obedient/servile towards people of perceived higher status.
- Legitimacy of authority: of context/setting; genuineness/status of authority figure.
- Agentic shift/state: person ‘unthinkingly’ carries out orders; diffusion of responsibility.
- Accept other possible explanations: eg ‘foot in the door’/gradual commitment; credit situational ‘factors’ that affect obedience if these are presented as explanations.
- Accept details of Milgram’s original study/variation/other obedience research as elaboration/illustration of the explanation.

02 Briefly evaluate one of the explanations that you have outlined in your answer to question 01.  

Marks for this question AO3 = 3

3 marks for brief evaluation of one of the explanations presented in 01. Full marks may be awarded for a single point fully elaborated or for a number of points briefly stated. Content will depend on the explanation chosen.

Possible content:
- Use of evidence/analysis of evidence to illustrate the validity of the explanation
- Methodological evaluation of evidence (if used as commentary to assess the strength, or otherwise, of the explanation)
- Strengths and/or limitations of the explanation
- Comparison with alternatives.
03 Use your knowledge of conformity and minority influence to explain the factors that will determine how successful the small group of students will be. [7 marks]

Marks for this question AO2 = 7

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6–7</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>4–5</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>2–3</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>The answer constitutes little more than a ‘list’ of concepts related to conformity and/or minority influence. There is no attempted application.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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: eg 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: eg explanations of how views may change through informational social influence/internalisation.

04 Outline the procedures and findings of Zimbardo’s research into conformity to social roles. [4 marks]

Marks for this question AO1 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Knowledge of the procedures and findings of Zimbardo’s research into conformity to social roles is clear and mostly accurate.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.
Briefly discuss two criticisms of Zimbardo’s research into conformity to social roles.

Marks for this question: AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Discussion of two criticisms is clear and coherent. Some detail/expansion may be lacking for 3 marks.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Two criticisms may be present but briefly stated/identified only. Alternatively, one criticism only may be presented.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.

Which two of the following are situational variables that can affect obedience? Choose two from the options A, B, C, D and E.

Marks for this question: AO1 = 2

A and E
Using an example, explain the role of social influence processes in social change.

[6 marks]

Marks for this question AO1 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Knowledge of the role of social influence processes in social change is clear and accurate. The example selected is relevant and description of this thorough. The answer is clear and coherent. Specialist terminology is used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Knowledge of the role of social processes in social change is evident but there may be some detail missing/lack of clarity. The example selected is relevant but description of it may be partial. There are some inaccuracies. There is some appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Knowledge of the role of social processes in social change is limited and lacks detail with serious omissions/inaccuracy. The example selected may be inappropriate or absent. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- 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 committed. Through social crypto-amnesia and the snowball effect, gradually the minority turns into the majority.
- Governments/lawmakers can bring about social change through power and through the process of obedience.
- Credit reference to conformity processes that may influence social change such as normative and/or informational social influence.
- ‘Processes’ may refer to insights gained through explanations/theories and/or studies though detailed descriptions of studies (eg Moscovici) are only relevant if they are used effectively to show how they have helped our understanding.
- A wide range of examples are acceptable eg changing attitudes in relation to ‘green’ issues such as recycling; the smoking ban; changing views on homosexuality; votes for women, etc. but students must demonstrate how social influence processes affect the change in attitude, behaviour, etc.

Credit other relevant material.
Discuss explanations for conformity. Refer to Steph and Jeff as part of your discussion.  

[16 marks]

Marks for this question: AO1 = 6, AO2 = 4 and AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>13–16</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–4</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.
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 ingratational.
- 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.
01 Which **two** of the following are types of conformity? Shade **two** boxes only.  

Marks for this question: AO1 = 2

B  
D  

02 Briefly outline and evaluate the authoritarian personality as an explanation of obedience to authority.  

Marks for this question: AO1 = 2 and AO3 = 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Outline of the authoritarian personality as an explanation of obedience to authority is clear and has some detail. Some evaluation relevant to obedience is clear. The answer is generally coherent with effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Outline of the authoritarian personality lacks clarity and/or detail and/or link to obedience. Evaluation is limited. The answer as a whole is not clearly expressed. <strong>Either</strong> outline or evaluation is done well.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

**Outline – possible content:**
- a collection of traits/dispositions developed from strict/rigid parenting, eg conformist/conventional/dogmatic  
- obedient/servile towards people of perceived higher status.

Credit other traits relevant to obedience.

**Evaluation – possible content:**
- situational factors, eg proximity (Milgram), may have greater influence on obedience levels  
- difficult establishing cause/effect between authoritarianism/parenting style and obedience  
- explanation cannot easily account for obedience of entire social groups/societies  
- evaluation of F-scale where used to evaluate the explanation.

Credit other relevant evaluation points.
With reference to the article above, explain how social influence leads to social change.

[6 marks]

Marks for this question: AO2 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.
04 Describe and evaluate two studies of social influence.

Marks for this question: AO1 = 6 and AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of two studies of social influence is accurate and generally well detailed. Evaluation is effective. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or expansion is sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>Knowledge of two studies of social influence is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>Knowledge of two studies of social influence 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. OR one study answered at Level 3 or 4.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>Knowledge of two studies of social influence is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR one study answered at Level 2.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- likely studies include Milgram 1963, 1974, Asch 1951, 1956, Zimbardo 1971, but credit other relevant answers
- description of procedure/method, findings and/or conclusions
- credit also detail of variations/replications of original studies.

Possible evaluation points:
- relevant ethical issues and how these arose in studies chosen, eg deception; (lack of) informed consent; protection from harm etc
- counter-arguments such as why deception or other unethical procedures were necessary – to reduce/prevent demand characteristics, and thus increase validity
- relevant methodological issues such as validity (including temporal validity); sample bias; demand characteristics/internal validity etc
- counter-arguments, eg justification for methodological shortcomings – artificial procedures can have real-world relevance; studies were replicated with different samples, cultures, etc
- procedures designed to address ethical issues, eg use of debriefing/retrospective consent
- cost-benefit analyses of methodological/ethical concerns vs relative merits/importance of findings.

Credit other relevant evaluation points.
Which two of the following statements about Zimbardo’s prison study are correct? Shade two boxes only. [2 marks]

A and E

Many people have criticised Zimbardo’s prison study. Identify and briefly discuss two reasons why people have criticised Zimbardo’s prison study. [6 marks]

Marks for this question: AO1 = 2 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>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</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.
Social influence research helps us to understand how it is possible to change people’s behaviour; for example, understanding how to persuade people to eat more healthily.

With reference to this example of social change, explain how psychology might affect the economy.

Marks for this question: AO2 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Explanation of how psychology/social influence research might affect the economy is clear. There is effective application to the example of eating healthily. The answer is generally coherent with effective use of terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>There is limited/partial explanation of how psychology/social influence research might affect the economy. There is limited application to the example of eating healthily. The answer lacks coherence. Use of terminology is either absent or inappropriate.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

Possible content:
- Social influence research tells us how behaviour and attitudes can be changed: eg how minority influence can be exerted or how people tend to conform to perceived norms (or reference to any other relevant social influence process)
- In this case, the resulting change of eating more healthily means that people should be more healthy
- Economic implication: eg saves health service/care resources; means less time off work sick

Credit other relevant information.
Discuss two explanations for conformity. Refer to Polly and Jed in your discussion.

[12 marks]

Marks for this question: AO1 = 6, AO2 = 2 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10–12</td>
<td>Knowledge of two explanations for conformity is accurate and generally well detailed. Discussion is mostly effective. Application to the stem is appropriate with clear links between the explanations and the stem content. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>7–9</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>4–6</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–3</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content</td>
</tr>
</tbody>
</table>

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.
01 Which of the following statements is TRUE?

Marks for this question: AO1 = 1

C

02 Suggest one limitation of the Authoritarian Personality as an explanation for obedience.

Marks for this question: AO3 = 1

1 mark for a brief relevant limitation.

Possible limitations:
- contradicted by Milgram’s situational evidence
- measurement by F scale which has questionable validity
- based on limited sample

Credit other relevant limitations.

03 A senior army instructor is advising new instructors how to ensure discipline in training classes. He says, ‘Always wear your instructor jacket and stand up close when giving instructions. Make sure they all understand who has responsibility for the exercise. Serious problems should always be dealt with in the instructors’ office.’

Referring to research into obedience, explain three reasons why the instructor’s advice should be effective.

Marks for this question: 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.
04 Identify three variables affecting conformity and outline how each of these was investigated in Asch’s experiment. [6 marks]

Marks for this question: AO1 = 6

1 mark – for knowledge of each relevant variable

Plus

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

Content:
- Group size – Asch varied the number of confederates/stooges
- Unanimity – Asch sometimes arranged for a confederate to give a different answer to the majority/same answer as the real participant
- Task difficulty – Asch made the right answer less obvious by having lines of similar length

Credit other relevant variables.

05 Studies of conformity are sometimes criticised for being unethical. Briefly explain two ways in which psychologists might address ethical issues in social influence research. [4 marks]

Marks for this question: AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.
06 Outline and briefly evaluate locus of control as an explanation of resistance to social influence.

[6 marks]

Marks for this question: AO1 = 3, AO3 = 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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.

Question 1.1

Name three behaviours that enable a minority to influence a majority.

[3 marks]

Marks for this question: AO1 = 3

1 mark for each of the following:
- Consistency
- Commitment
- Flexibility/non-dogmatic

Credit other relevant behaviours eg building up idiosyncracy credits; appearance of objectivity; certainty of correctness/knowledgeable, creating cognitive conflict, showing self-sacrifice/augmentation, persistence, identification with the minority
Question 1.2

Marcus wants to persuade his group of friends to go travelling in the summer but the rest of the group would like to go on a beach holiday.

Briefly suggest how Marcus might use the three behaviours that you have identified in your answer to 01.1 to persuade his friends to go travelling. [3 marks]

Marks for this question: AO2 = 3

1 mark for relevant application of each characteristic (no need to name again here but must be the behaviours identified in question 1.1 for credit).

If correct answer to 1.1 then application must relate to behaviour named in 1.1 for credit in 1.2.

If incorrect answer to 1.1 then can credit application in 1.2 if a relevant, correct behaviour is named as part of the application.

If no answer to 1.1 then can credit application in 1.2 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.
Question 4

Outline Asch’s findings in relation to two variables affecting conformity. Briefly explain two limitations of Asch’s conformity research.

[8 marks]

Marks for this question: AO1 = 4 and AO3 = 4

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7–8</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>5–6</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>

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 decreased)

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.
Question 03

[AO1 = 1]

AO1 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.

Question 04

[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.

Question 05

AO1 = 2 marks

Outline one psychological explanation of obedience to authority.

Award up to 2 marks for an outline of one psychological explanation for obedience to authority.
Award 1 mark for identification/brief outline of a relevant explanation and 1 mark for
elaboration/expansion.
   Likely explanations: legitimacy of authority figure/orders/system; agentic state; gradual
commitment/foot-in-the-door; authoritarian personality. Credit factors that affect obedience (such
as those identified in Milgram variations and other studies eg proximity of authority figure).
Credit evidence as illustration of the explanation eg description of Milgram variations/factors that
resulted in increased obedience.
Question 06

AO1 = 5 marks + AO2 = 5 marks

Discuss normative social influence and informational social influence as explanations of conformity. Refer to evidence in your answer.

Examiners must read the whole response prior to marking in order to make a band judgement about whether the response is Very good (9-10 marks), Good (6-8 marks), Average to weak (3-5 marks) or Poor (1-2 marks). Examiners should be guided by the band judgement when annotating the script.

AO1  Up to 5 marks for description of normative and informational explanations of social influence (up to 3 marks for any one explanation). Normative 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). Informational 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. Credit description of evidence up to 2 marks.

AO2  Up to 5 marks for discussion of the explanations including analysis of the results seen in different studies of conformity. 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. Accept analysis of Asch variations when linked to normative social influence or informational social influence. Discussion of alternative explanations of conformity eg dispositional factors and other explanations such as ingratiation. 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.
Maximum 2 marks for examples (1 mark for each explanation).
Credit use of evidence.

Maximum 6 marks if no evidence
Maximum 6 marks if only one explanation

Mark bands
9 – 10 marks  Very good answers
There is accurate, well-organised and detailed description of both explanations. The discussion is clear, coherent and detailed, providing evidence of thoughtful analysis. The answer is well-focused with little or no misunderstanding. The answer is well-structured with effective use of paragraphs, sentences and psychological terminology. There are few errors of spelling and punctuation.
6 - 8 marks  Good answers
There is reasonably accurate and organised description of both explanations although some detail may be lacking. Discussion must be present but may be limited in either depth or breadth. The answer is well-focused with little or no misunderstanding. Maximum six marks if no evidence or only one explanation.
The answer has some structure with appropriate use of paragraphs, sentences and psychological terminology. There are some errors of spelling and punctuation.

3 – 5 marks  Average to weak answers
There is some knowledge of one or both explanations. There may be exceptional description for five marks with no discussion present. The answer may lack focus. There may be inaccuracy and/or irrelevance. Some basic ideas are expressed adequately though the answer may lack structure. Psychological terminology may be missing or used inappropriately. There may be intrusive errors of grammar, spelling and punctuation.

1 – 2 marks  Poor answers
There is very limited knowledge/discussion of either explanation, but there may be some relevance. Basic ideas are poorly expressed. There is little evidence of structure, ideas may be listed rather than expanded. There may be significant errors in grammar, spelling and punctuation.

0 marks  No relevant content
01 Outline how Milgram investigated the effect of two situational factors on obedience. [4 marks]

[AO1 = 4]

Up to 2 marks awarded for each factor

Award two marks if answer includes detail of original study and variation
Or two marks if factor is stated and detail of variation outlines

1 mark only for factor identified
Or 1 mark only for detail of variation only

Likely factors:
- Proximity of authority figure was investigated by the authority figure issuing orders over the phone (rather than in person).
- Proximity of victim was investigated by bringing the victim/Mr Wallace into the same room/having his hand forced down on to a metal plate.
- Legitimacy of setting/location/system was investigated by repeating the study in a run-down office/‘seedy’ building.
- Presence of (obedient) role models/social support was investigated by having another participant (confederate) refuse to continue.

Accept other valid factors.

02 The Authoritarian Personality has been identified as a dispositional explanation for obedience.

Outline the Authoritarian Personality as an explanation for obedience. [2 marks]

[AO1 = 2]

1 mark each for any two of the following
- Developed from strict/rigid parenting
- Traits may include conventional/dogmatic/conformist/hostile to those perceived to be of lower status
- Obedient/servile towards people perceived as having higher status/authority
Outline and briefly explain two methodological issues in Asch's studies of social influence. [4 marks]

[AO1 = 2, AO2 = 2]

AO1 1 mark for each outline/identification of a methodological issue relevant to Asch's studies.

Likely issues: lack of ecological validity/mundane realism; lack of population validity/generalisability/sample bias; lack of temporal validity; lack of internal validity/presence of demand characteristics.

AO2 1 mark for explaining each issue in the context of Asch's studies.

Possible answer: One methodological issue is lack of ecological validity (1). This was a problem in Asch's study as the lines task is not one that participants would be asked to carry out in real-life (1).

Another methodological issue is sample bias/an unrepresentative sample (1). Asch's original sample was mostly made up of white, middle-class, male students (1).
Question 6

AO2 = 6 marks Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change

For a minority to be successful in bringing about social change, it needs to be consistent, flexible and non-dogmatic. It helps if the members of the minority have an internal locus of control and can show that they have the skills with which to challenge the beliefs and attitudes of the majority. So the advice to the environmental group would be to remain consistent in their views when talking to members of the majority. Moscovici's research demonstrated that consistency was an effective strategy. It would also help if the environmental group could demonstrate that they were not acting out of self-interest, but because they believe that using public transport or bicycles is the best policy. They are not going to gain anything for themselves if people start following their behaviours. If they can also show that they have made personal sacrifices, such as having given up using their own cars, then they would be much more likely to have an effect on the majority.

For full marks, there must be explicit engagement with the stem.

<table>
<thead>
<tr>
<th>AO2</th>
<th>Analysis of unfamiliar situation and application of knowledge of the role of minority influence to bring about social change</th>
</tr>
</thead>
</table>
| 6 marks | Effective analysis of unfamiliar situation  
Effective advice that demonstrates sound knowledge of how minority influence can bring about social change and what the environmental group should do. |
| 5 - 4 marks | Reasonable analysis of unfamiliar situation  
Reasonable advice that demonstrates knowledge of how minority influence brings about social change. |
| 3 - 2 marks | Basic analysis of unfamiliar situation  
Basic advice of how minority influence brings about social change. |
| 1 mark | Rudimentary analysis of unfamiliar situation  
Rudimentary, muddled advice or just an explanation of how minority influence brings about social change. |
| 0 marks | No creditworthy material. |
Question 7

AO1 = 3 marks  Knowledge of internalisation
AO1 = 3 marks  Knowledge of compliance

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).

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 viewpoint (2nd mark for elaboration) for example, in Asch’s study, many of the naive participants went along with the wrong answer so as not to look stupid (example to illustrate the point as 3rd mark).
AO1 = 4 marks  Knowledge of explanations why people resist pressure to conform
AO2 = 4 marks  Commentary on explanations of why people resist pressure to conform

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 |
|---|---|
| 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/fluwed 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.

<table>
<thead>
<tr>
<th>AO2 Commentary on explanations of why people resist pressure to conform</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks  <strong>Effective evaluation</strong></td>
</tr>
<tr>
<td>Effective use of material to address the question and provide informed commentary.</td>
</tr>
<tr>
<td>Effective evaluation of research. There is appropriate selection of material to address the question.</td>
</tr>
<tr>
<td>3 marks  <strong>Less detailed but generally accurate</strong></td>
</tr>
<tr>
<td>Material is not always used effectively but produces a reasonable commentary.</td>
</tr>
<tr>
<td>Reasonable evaluation of research. There is some evidence of selection of material to address the question.</td>
</tr>
<tr>
<td>2 marks  <strong>Basic</strong></td>
</tr>
<tr>
<td>The use of material provides only a basic commentary.</td>
</tr>
<tr>
<td>Basic evaluation of research.</td>
</tr>
<tr>
<td>1 mark  <strong>Very brief/flawed or inappropriate</strong></td>
</tr>
<tr>
<td>The use of material provides only a rudimentary commentary.</td>
</tr>
<tr>
<td>Evaluation of research is just discernible or absent.</td>
</tr>
<tr>
<td>0 marks <strong>No creditworthy material.</strong></td>
</tr>
</tbody>
</table>
Question 5

AO1 = 2 marks

Internalisation is a type of conformity. Outline what is meant by ‘internalisation’.

Internalisation involves a change in both public and private belief. It is a more permanent type of change and can continue without the presence of the group.

1 mark for a brief answer (people change both publically and privately) and a further mark for elaboration (this is a more permanent change).

Question 6

AO1 = 4 marks

Explain how locus of control influences independent behaviour.

Those with an internal locus of control tend to be the risk-takers in society and show independent behaviour. Those with an internal locus of control believe that they have control over their own behaviour and take responsibility for their own action. They have confidence and therefore have no need for external approval. Consequently they do not feel the need to conform and are less likely to obey.

People with an external locus of control are less likely to behave independently as they do not believe they have control over events in their life and are more likely to seek approval from others.

Candidates must be clear that it is those with an internal locus of control who remain independent. Reference to “high” or “low” locus of control cannot gain credit unless it is explicitly linked to internal or external.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>Accurate and reasonably detailed</td>
</tr>
<tr>
<td>3 marks</td>
<td>Less detailed but generally accurate</td>
</tr>
<tr>
<td>2 marks</td>
<td>Basic</td>
</tr>
<tr>
<td>1 mark</td>
<td>Very brief/flawed or inappropriate</td>
</tr>
</tbody>
</table>

Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of how locus of control influences independent behaviour. There is appropriate selection of material to address the question.

Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding of how locus of control influences independent behaviour. There is some evidence of selection of material to address the question.

Basic explanation that demonstrates some relevant knowledge and understanding of how locus of control influences independent behaviour but lacks detail and may be muddled. There is little evidence of selection of material to address the question.

The candidate provides an explanation, which is very brief or flawed and demonstrates very limited knowledge of how locus of control influences independent behaviour. Selection and presentation of information is largely or wholly inappropriate.
### Question 7

**AO1 = 4 marks**

For each of the terms below, tick whether the definition is true or false.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normative Social Influence</td>
<td>Going along with what others do because you believe it to be the right thing to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Social Influence</td>
<td>Copying other people because they know more than you do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normative Social Influence</td>
<td>Looking to see what other people do so that you are not wrong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Social Influence</td>
<td>Doing what other people are doing so that you will be liked by them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) = false  
(2) = true  
(3) = false  
(4) = false
Question 8

AO3 = 4 marks

Psychologists deal with ethical issues in a variety of ways. Explain one or more ways of dealing with ethical issues in social influence research.

Candidates can describe any relevant way of dealing with an ethical issue, such as debriefing, prior general consent, presumptive consent, retrospective consent. Other methods such as using a virtual environment rather than a real one could also be considered. They can also take a wider view of how to deal with such issues, by considering the use of ethical committees, conducting a cost-benefit analysis, or the role of the BPS Guidelines. There is clearly a depth breadth trade off; candidates could describe one method in detail or more than one but in less detail. Merely listing ways of dealing with ethical issues without any explanation — 2 marks.

<table>
<thead>
<tr>
<th>4 marks</th>
<th>Accurate and reasonably detailed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accurate and reasonably detailed answer that demonstrates sound understanding of ways of dealing with ethical issues. One way in detail or more than one way but in less detail. There is appropriate selection of material to address the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 marks</th>
<th>Less detail but generally accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less detailed but generally accurate answer that demonstrates understanding. There is some evidence of selection of material to address the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 marks</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic answer that demonstrates some relevant understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question. Merely listing ways of dealing with ethical issues without any explanation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 mark</th>
<th>Very brief/flawed inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very brief or flawed answer demonstrating very little understanding. Or merely listing some relevant methods. Selection and presentation of information is largely or wholly inappropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Question 9

AO2 = 6 marks

‘Milgram’s research has been criticised for its method and for its ethics.’ Evaluate the method used by Milgram in his research into obedience to authority. Do not refer to ethics in your answer.

As Milgram used a laboratory study, candidates could evaluate it by considering the strengths or the weaknesses. The strengths include the ability to control variables, to allow replication and therefore check reliability. The weaknesses could refer to issues of validity, both internal and external. He also conducted this experiment in other locations and evaluation of these variations is also creditworthy.

Candidates can refer directly to Milgram’s study, or take a broader approach to studies in general.

**Ethical considerations are not creditworthy.**

<table>
<thead>
<tr>
<th>6 marks</th>
<th>Effective evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-4 marks</th>
<th>Less detailed but generally accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-2 marks</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 mark</th>
<th>Very brief/flawed or inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent.</td>
<td></td>
</tr>
</tbody>
</table>
Question 10

AO2 = 4 marks

Using your knowledge of psychology, explain why a pupil would be less likely to pick up an empty can in the playground when told to do so by a fellow pupil than when told to do so by the head teacher.

For credit, answers must focus on why pupils are less likely to obey.

Research has indicated that people are less likely to obey a request from someone who is not perceived as having legitimate authority. Milgram’s study demonstrated that obedience fell when the experimenter was not wearing his lab coat (an indication of his status and authority). Bickman’s study showed that when the confederate was wearing casual clothes, fewer people obeyed his request.

In the stem, the fellow pupil is perceived as having less status and authority than the head teacher. The fellow pupil has fewer (if any) sanctions than the head teacher if the request is not obeyed. The fellow pupil might also be wearing school uniform which indicates their status and power (both being low)

In the stem, the fellow pupil is perceived as having less status and authority than the head teacher. The fellow pupil has fewer (if any) sanctions than the head teacher if the request is not obeyed. The fellow pupil might also be wearing school uniform which indicates their status and power (both being low)

<table>
<thead>
<tr>
<th>4 marks Effective analysis of unfamiliar situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective explanation that demonstrates sound knowledge of why pupils are less likely to obey. There is an explicit attempt to engage with the scenario and explicit focus on why pupils are less likely to obey, rather than to obey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 marks Reasonable analysis of unfamiliar situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasonable explanation that demonstrates knowledge of why pupils are less likely to obey with some attempt to engage with the scenario and some explicit focus on why pupils are less likely to obey, rather than to obey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 marks Basic analysis of unfamiliar situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic explanation of why pupils are less likely to obey. Or a reasonable explanation but with no engagement with scenario.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 mark Rudimentary analysis of unfamiliar situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudimentary, muddled, explanation of why pupils are less likely to obey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>No creditworthy material, eg description of why pupils are more likely to obey but with no comparison with less likely.</td>
</tr>
</tbody>
</table>
Question 6

Milgram has often been criticised for failing to gain informed consent from his participants. Explain why failing to gain informed consent is an ethical issue. [2 marks]

Failing to gain informed consent is an ethical issue because participants are agreeing to take part in a study without knowing fully what is involved. If they knew all the details they may have decided not to participate.

Accept alternative answers as long as they are explicitly linked to failing to get informed consent.

1 mark for a brief answer and a further mark for elaboration. For example, the participants might not have wanted to take part (1 mark) if they had been given all the facts involved with the study (2nd mark for elaboration).

Question 7

Explain one or more ways in which psychologists attempt to overcome ethical issues. [4 marks]

There are several ways psychologists have overcome ethical issues, students are likely to consider overcoming the issue of lack of informed consent, but may consider how other ethical issues have been dealt with as well.

The explanation can be in the form of a description of the method or a rationale for the method.

- Debriefing
- Right to withdraw
- Prior general consent
- Presumptive consent
- Retrospective consent
- Use of ethical committees
- Use of ethical guidelines

<table>
<thead>
<tr>
<th>4 marks Effective explanation</th>
<th>Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of one or more ways to overcome ethical issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 marks Reasonable explanation</td>
<td>Explanation of one or more ways to overcome ethical issues is generally accurate but less detailed and demonstrates reasonable knowledge and understanding.</td>
</tr>
<tr>
<td>2 marks Basic explanation</td>
<td>Explanation of one or more ways to overcome ethical issues demonstrates basic knowledge and understanding.</td>
</tr>
<tr>
<td>1 mark Rudimentary explanation</td>
<td>Explanation of one or more ways to overcome ethical issues demonstrates rudimentary knowledge. Or merely listing one or more ways.</td>
</tr>
<tr>
<td>0 marks - No creditworthy material.</td>
<td></td>
</tr>
</tbody>
</table>
Question 8

Social influence takes many forms; it can cause people to conform or to obey. Explain one difference between conformity and obedience. [2 marks]

Differences could include:

- Conformity occurs among those of equal status while obedience occurs within a hierarchy. People conform due to NSI or ISI but they obey because the feel they have to.
- Obedience occurs in response to an explicit order, whereas conformity occurs in response to an implicit pressure.

Credit any other appropriate difference.

E.g. People often deny conformity as an explanation for their behaviour but embrace obedience as an explanation (2 marks).

0 marks for merely defining conformity and then defining obedience.

Question 9

9(a) Explain what is meant by ‘normative social influence’. [3 marks]

1 mark for a brief outline and a further 2 marks for elaboration.

NSI is the reason 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 most likely to be linked to compliance.

For example, you go along with the group and agree with their views to be liked (1st mark) but privately you might hold different views (2nd mark). E.g. participants in the Asch study conformed to an obvious wrong answer to fit in (3rd mark).

9(b) Explain what is meant by ‘informational social influence’. [3 marks]

1 mark for a brief outline and a further 2 marks for elaboration.

ISI is the reason someone conforms because they believe that the group knows what is right and they conform in order to be correct. This is more likely to happen in an ambiguous situation because it is assumed they have superior knowledge. The beliefs of the group are accepted as your own and this type of social influence is most likely to be linked with internalisation.

Reference to motivational force for guidance can receive credit if clearly linked to knowledge, what is right, information etc. Reference to guidance on its own is not credit worthy.

For example, ISI is where you change your behaviour because you believe the group is right. (1 mark) You change both your public and private views and internalize those of the group (2nd mark). This type of social influence usually results in a long-term change and remains even if the group is not present (3rd mark).
Question 10

10(a) Which boy is demonstrating an internal locus of control? [1 mark]

Kieran

10(b) Which boy is demonstrating an external locus of control? [1 mark]

Zach

10(c) Which boy is more likely to resist the pressure to conform? Use your knowledge of psychology to explain your choice. [4 marks]

The boy with an internal LOC (i.e. Kieran) is more likely to resist the pressure to conform. People with internal LOC believe they are in control of their environment and do not feel the need to look to other people for approval or support. They are more likely to behave independently and resist the pressure to conform. Rotter (1966) suggested that internals trust their own decisions, show more initiative than externals and are less likely to follow other people.

Research studies are only credit worthy if they contribute to the explanation. Simple description of studies are not credit worthy.

4 marks Effective explanation
Explanation demonstrates effective analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is appropriate and effective.

3 marks Reasonable explanation
Explanation demonstrates reasonable analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is mostly appropriate.

2 marks Basic explanation
Explanation demonstrates basic analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is sometimes appropriate.

1 mark Rudimentary explanation
Explanation demonstrates rudimentary analysis of unfamiliar material. The selection and application of psychological knowledge to LOC and resisting pressure to conform is muddled and/or mostly inappropriate.

0 marks
No creditworthy material.
Question 11

Explain how social influence research helps us to understand social change. [4 marks]

Social influence research suggests that for social change to occur, there needs initially to be a consistent, flexible and non-dogmatic minority. They challenge the existing beliefs of the majority, causing them to reappraise their own beliefs. If the minority can be seen to be acting without any self-interest, or to have suffered in some way for their beliefs, they will be even more successful. Gradually some of the majority will join the minority and through the snowball effect the minority will become the majority. Sometimes social crypto-amnesia occurs, where the majority forgets where the social change originated.

Credit other appropriate explanations that may bring about social change. Reference to Moscovici's research can also be credited, but a lengthy description of his experiment is unlikely to gain many marks. His findings need to be shaped to answer the question.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Effective explanation&lt;br&gt;Explanation accurate, reasonably detailed and demonstrates sound knowledge and understanding of how social influence research contributes to understanding social change. There is appropriate selection of material to address the question.</td>
</tr>
<tr>
<td>3</td>
<td>Reasonable explanation&lt;br&gt;Explanation of how social influence research contributes to understanding social change is generally accurate but less detailed and demonstrates reasonable knowledge and understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Basic explanation&lt;br&gt;Explanation of how social influence research contributes to understanding social change demonstrates basic knowledge and understanding. But lacks detail and may be muddled.</td>
</tr>
<tr>
<td>1</td>
<td>Rudimentary explanation&lt;br&gt;Explanation of how social influence research contributes to understanding social change demonstrates rudimentary knowledge. Very brief or flawed explanation.</td>
</tr>
<tr>
<td>0</td>
<td>No creditworthy material.</td>
</tr>
</tbody>
</table>