

Resistance to Social Influence - Mark Scheme

Q1.

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

Q2.

(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

Q3.

(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 or inappropriate Very brief or flawed answer demonstrating very little knowledge.
0 marks No creditworthy material.

Q4.

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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
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>0 marks No creditworthy material.</p>

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
<p>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.</p>
<p>3 marks Less detailed but generally accurate Material is not always used effectively but produces a reasonable commentary.</p>

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.

[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.
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.
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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.