

## Mark schemes

## Q1.

[AO1 = 2]

**2 marks** for a clear and coherent outline of flexibility.**1 mark** for a muddled/limited outline of flexibility.**Possible content:**

- flexibility can be shown by listening to the other opinions and making compromises/being non-dogmatic
- a flexible minority is more likely to be seen as reasonable and thus be more persuasive.

Credit other relevant material.

**[2]**

## Q2.

[AO1 = 4 AO2 = 4]

Level	Mark	Description
4	7-8	Description of consistency and commitment is accurate with some detail. Application is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Description of consistency and commitment is evident but there are occasional inaccuracies/omissions. Application is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited description of consistency and commitment is present. Any application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.  <b>OR</b> consistency or commitment described/applied at Levels 3/4.
1	1-2	Description of consistency and commitment is very limited. Application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.  <b>OR</b> consistency or commitment described/applied at Levels 1/2.
	0	No relevant content.

**Possible content:**

- consistency is repeating the same message, challenging the beliefs held by the majority. Consistency may be within the members of the group (synchronic) or over time (diachronic). This draws attention to the minority view
- commitment is shown when members of the minority demonstrate their dedication to their belief, perhaps by making sacrifices. This shows that the minority is not acting out of self-interest
- over time, consistency and/or commitment gives the members of the majority an opportunity to listen to the minority view and adopt it as their own (conversion/internalisation)
- over time, the snowball effect/social cryptomnesia may occur

**Possible application:**

- Mimi and Asif could show consistency by repeating the same message about how littering is bad for the environment. They could hold repeated assemblies to promote this message
- Mimi and Asif could show commitment by staying behind after school to pick up litter. This will draw attention to their cause
- over time the rest of the students in the school may stop dropping litter – snowball effect.

Credit other relevant material.

Credit content embedded in application.

[8]

**Q3.**

[AO1 = 3 AO3 = 5]

Level	Mark	Description
4	7-8	Knowledge of consistency <b>and</b> flexibility as processes involved in minority influence is accurate with some detail. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Knowledge of consistency <b>and</b> flexibility as processes involved in minority influence is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited knowledge of consistency and/or flexibility as processes involved in minority influence is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. <b>OR</b> consistency or flexibility at Level 3/4.

1	1-2	Knowledge of consistency and/or flexibility as processes involved in minority influence is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. <b>OR</b> consistency or flexibility at Level 1/2.
	0	No relevant content.

**Possible content:**

- consistency – repetition of a message leads to a majority questioning their view; consistency can be over time (diachronic) or between minority group members (synchronic)
- flexibility – the minority should acknowledge/make concessions to the majority to avoid appearing too rigid/dogmatic. Minorities must strike a balance between consistency and flexibility to be successful
- over time, consistency and/or flexibility gives the members of the majority an opportunity to listen to the minority view and adopt it as their own
- description of relevant evidence.

Accept other valid content.

**Possible discussion:**

- use of evidence to support/contradict processes, eg Moscovici et al (1969) – 8% of responses identified a blue slide as green when exposed to a consistent minority; Nemeth and Brilmayer (1987) – when a minority offered compromise in a jury situation, they were more likely to convince others of their view
- lab studies of consistency/flexibility lack ecological validity – lack of differential power/status in lab situations; tasks are trivial, eg naming colour of slides, compared to real-life struggles of minorities
- use of real-life examples to support wider discussion
- contradictory nature of consistency and flexibility
- discussion of alternative factors/processes, eg commitment; identification with the minority

Accept other relevant discussion points.

**Q4.****[AO2 = 2]**

**2 marks** for a clear and coherent explanation of how Maya might show **either** commitment **or** flexibility to persuade the workers in her office to change their behaviour.

**1 mark** for a muddled/limited explanation.

**Possible content:**

- commitment: Maya might place herself at some inconvenience – she may volunteer to buy some reusable cups. This will draw more attention to her 'cause' (augmentation principle)
- flexibility: Maya might adapt her view/accepting other valid counterarguments. She could agree that some paper cups could still be available in case anyone forgot to bring their reusable cup to work.

If both factors are applied, mark both and credit the best answer.

**[2]****Q5.****[AO1 = 6 AO3 = 10]**

Level	Marks	Description
4	13-16	Knowledge of minority influence research is accurate and generally well detailed. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9-12	Knowledge of minority influence research is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5-8	Limited knowledge of minority influence research is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-4	Knowledge of minority influence research is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Note that 'research' refers to theories and/or studies of minority influence.

**Possible content:**

- knowledge of factors affecting minority influence including consistency/persistence, commitment (the augmentation principle), flexibility
- knowledge of other factors, e.g. confidence
- synchronic (consistency between members of minority) and/or diachronic consistency (consistency over time)
- process of conversion/internalisation
- accept minority influence processes involved in social change, such as the 'snowball effect', social cryptoamnesia
- description of studies of minority influence, e.g. Moscovici et al (1969), Wood et al (1994), Nemeth and Brilmayar (1987).

Accept other valid points.

**Possible discussion:**

- use of research to support/contradict minority influence factors/processes, e.g. Moscovici et al (blue-green slides) the importance of consistency; Nemeth and Brilmayar (jury situation) support for flexibility
- use of real-life examples of social change (e.g. Women's rights movement), to illustrate processes
- evidence suggests conversion to minority influence involves deeper thought, e.g. Martin et al (2003), Wood et al (1994)
- artificiality of tasks/evidence vs struggle of real minorities
- majorities in real-life have power and status, not just numbers
- methodological strengths and weaknesses of research into minority influence, including ethics.

Accept other valid points.

**Q6.****[AO2 = 6]**

Level	Marks	Description
3	5-6	Knowledge of two or more factors affecting minority influence is clear and generally well detailed. Application to Steph's idea is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3-4	Knowledge of two or more factors affecting minority influence is evident. There is some effective application to Steph's idea. The answer lacks clarity in places. Terminology is used appropriately on occasions.  OR one factor applied at level 3: max 3 marks.
1	1-2	Knowledge of two or more factors affecting minority influence is limited. Application to Steph's idea is either absent or inappropriate. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.  OR one factor applied at level 2.
	0	No relevant content.

**Possible content:**

- Steph should demonstrate consistency by not deviating from her view that the party is a good idea despite social pressure – she could point out that this is an idea she has had for some time/since she knew the teacher was leaving
- Steph should demonstrate commitment by placing herself at some risk/inconvenience – she may volunteer to pay for the refreshments/present for the teacher etc. This will draw more attention to her 'cause' (augmentation principle)
- Steph should demonstrate flexibility by adapting her view/accepting other valid counterarguments, perhaps agreeing to change the party for her teacher, eg not fancy dress/not a surprise party
- over time, the rest of the class may become 'converted' (snowball effect) – for example, if Steph's friends start to change their mind, then others follow
- other valid points, eg persistence, confidence, social cryptomnesia.

Description of procedures of studies of minority influence is not creditworthy.

Description of findings/conclusions may be creditworthy but only if used to explain how Steph can persuade her classmates.

**[6]**

**Q7.**

**[AO2 = 3]**

Commitment

Flexibility

Consistency (or synchronic consistency)

No other responses creditworthy, eg 'compromise' for 'flexibility'.

**[3]**

**Q8.**

**[AO2 = 4]**

For **each** way award marks as follows:

**2 marks** for a clear, coherent explanation with some elaborated application.

**1 mark** for a limited, muddled explanation.

**Possible content:**

- Samina could demonstrate consistency by not deviating from her view that drugs should not be legalised – she could point out that this is a view she has held for many years
- Samina could demonstrate commitment by defending her view that drugs should not be legalised through some personal investment – for instance, offering to speak in assembly about the dangers of drugs. This will draw more attention to her case (augmentation principle)
- Samina should demonstrate flexibility by adapting her view/accepting other valid counterarguments. Perhaps some 'softer' drugs could be decriminalised, rather than legalised
- over time, the rest of the debating society may become 'converted' (snowball effect) – for example, if Samina makes her case particularly well
- credit other valid points, eg persistence, confidence.

There are **no marks** for simply listing, eg consistency, commitment, flexibility.

If more than two ways are presented the best two should be credited.

**[4]**