

Mark schemes

Q1.

[AO2 = 3]

3 marks for a clear, coherent and detailed explanation with explicit links to the scenario, using appropriate terminology.

2 marks for a less detailed explanation where application might be implicit.

1 mark for a muddled or limited explanation.

Social Support Possible content:

- Emily resists the teacher because she is influenced by Sarah's refusal
- Sarah acts as social support/presence of a role model which makes Emily feel confident to also refuse.

Locus of control Possible content:

- Emily resists Sarah's influence because of her own internal locus of control
- Emily's internal LOC makes Emily feel confident in making her own decisions, ignoring Sarah's behaviour.

For full marks the answer must refer to Emily being more likely to refuse/resist the teacher **OR** Sarah.

Credit answers where both alternatives are suggested.

[3]

Q2.

[AO1 = 1]

Award **1 mark** for either:

- Locus of control (not external locus of control)

OR

- Social support (accept 'presence of an ally' or similar)

Credit other named explanations eg autonomous state, **absence** of Authoritarian Personality.

Situational or cultural factors if made directly relevant to resistance to social influence.

[1]

Q3.**[AO2 = 4]**

Level	Marks	Description
2	3-4	Application of knowledge of one explanation of resistance to social influence is effective. There is appropriate use of terminology.
1	1-2	Application of knowledge of one explanation of resistance to social influence is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:**Social support:**

- disobedience/resistance/defiance is more likely to occur in the presence of others who are disobeying/disobedient role models
- 'some students' suggests there was more than one who did not complete the work
- this would have given others more confidence to ignore the teacher's instructions
- social support is associated with diffusion of responsibility/the more people who disobey the less severe the consequences are likely to be – the students may have reasoned that the more of them who disobey, the less likely they are to be in trouble
- credit use of evidence to support explanation/application, eg Milgram – two confederates-one naive participant variation.

Locus of control:

- disobedience/resistance/defiance is more likely to occur in those who have an internal locus of control
- the students who disobeyed the instructions may all have had this personality trait in common
- this meant they relied on their own judgement of whether to complete the work, rather than the teacher's
- credit use of evidence to support explanation/application, eg Holland – 37% of internals refused to continue to maximum shock level.

Credit other relevant application eg situational factors such as proximity and location; legitimacy of Authority; external locus of control if fully justified as an explanation of resistance to social influence.

No credit for simply naming an explanation.

If no application, maximum of **one** mark.

[4]

Q4.**[AO1 = 4 AO3 = 4]**

Level	Mark	Description
4	7-8	Knowledge of locus of control as an explanation for resistance to social influence is accurate with some detail. Evaluation is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	5-6	Knowledge of locus of control as an explanation for resistance to social influence is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	3-4	Limited knowledge of locus of control as an explanation for resistance to 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.
1	1-2	Knowledge of locus of control as an explanation for resistance to social influence is very 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.
	0	No relevant content.

Possible content:

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

Credit other relevant content.

Possible evaluation:

- use of evidence for the effect of locus of control on resisting obedience, eg Holland (1967), Elms & Milgram (1974)
- use of evidence for the effect of locus of control on resisting conformity, eg Spector (1983), Avtgis (1988)
- other factors involved in resistance, eg social support, reactance, status, morality and ionic deviance
- contrast between dispositional (locus of control) explanations and other explanations.

Credit other relevant evaluation.