

Social Influence

Fewer and fewer people use single-use plastic items, such as water bottles and plastic straws.

Using your knowledge of social influence processes in social change, explain why fewer and fewer people are using single-use plastic items.

[6 marks]

Mark Scheme:

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application of knowledge of social influence processes in social change is clear and generally well detailed. The answer is generally coherent with appropriate use of terminology.
2	3–4	Application of knowledge of social influence processes in social change is evident. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	Application of knowledge of social influence processes in social change is limited. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content/application

Minority influence processes:

- examples of the influence of environmental campaign groups/celebrities and how they may convince the majority through consistency, commitment (augmentation principle), flexibility
- the snowball effect – how behaviour/views on use of plastic change gradually over time.

Conformity processes:

- normative social influence/compliance – the group norm among young people particularly is to care about the environment; people who go against this norm (by ignoring the costs to the planet) risk rejection from the group/are less likely to fit in
- informational social influence/internalisation – more is now known about the harmful effects of single-use plastic items on the environment/climate change, people may have become convinced by such evidence.

Obedience processes:

- rules on single-use plastic items have changed, eg charges for plastic shopping bags, etc.

Credit other relevant material.

If there is no application, maximum mark of 2

Examiner Comment:

Question 02

Again, many answers demonstrated impressive knowledge of social influence processes and applied them effectively. There was occasional confusion over the elements of minority influence, while some answers tried to cover too many approaches (e.g. minority influence, informational and normative social influence).

Discuss the authoritarian personality as an explanation for obedience.

[8 marks]

Mark Scheme:

Marks for this question: AO1 = 3 and AO3 = 5

Level	Marks	Description
4	7–8	Knowledge of the authoritarian personality is accurate with some detail. Discussion of the authoritarian personality as an explanation of obedience is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and effective. Specialist terminology is used effectively.
3	5–6	Knowledge of the authoritarian personality is evident but there are occasional inaccuracies/omissions. Discussion of the authoritarian personality as an explanation of obedience 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 the authoritarian personality is present. Focus is mainly on description. Any discussion of the authoritarian personality as an explanation of obedience 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 the authoritarian personality 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

AO1 Possible content:

- authoritarian personality is a collection of traits developed from strict/rigid parenting
- examples of traits – conformist/conventional/dogmatic/hostile towards those of perceived lower status (scapegoating)
- obedient/servile towards people of perceived higher status.
- assessment of the authoritarian personality using the F-scale

AO3 Possible discussion points:

- dispositional explanations cannot explain obedience in entire societies
- research findings in obedience studies, eg Milgram can be more readily explained by situational factors
- use of evidence/analysis of evidence to illustrate the validity of the explanation, eg using the F-scale
- methodological evaluation of evidence if used to discuss the strength, or otherwise, of the explanation
- comparison with alternatives.

Credit other relevant information.

Answers that just describe the authoritarian personality with no reference to obedience can receive a maximum of 3 marks

Examiner Comment:

Question 06

Although there were some impressive answers to this question the majority of students spent far too long providing extensive descriptions of the authoritarian personality (AP) and the background to Adorno's work. The question required discussion of the AP as an explanation for obedience, not simply a description. Even when discussion was attempted, it was often unsuccessful; for instance, methodological issues with the F-scale only earned credit if linked to the discussion of the AP as an explanation for obedience. There were some effective references to the role of the AP in Milgram's studies, while at the weaker end answers confused the AP with 'legitimate authority'. Most common were general comments on the role of AP in Nazi Germany, a relevant issue but often presented with little detail or discussion; for instance this would have been an opportunity to introduce alternative explanations for obedience, but few students attempted this.



Memory

A student showed participants a film of a car accident. After watching the film, each participant was asked to write down what they had seen. The student was surprised to see that the descriptions of the accident were quite different.

The student's psychology teacher suggested that the participants' recall might be improved by using cognitive interview techniques.

Suggest **two** cognitive interview techniques that could be used to improve participants' recall of the film.

[4 marks]

Mark Scheme:

Marks for this question: AO3 = 4

Level	Marks	Description
2	3-4	Suggestion of how two cognitive interview techniques might improve recall is clear, accurate and coherent. There is appropriate use of terminology.
1	1-2	Suggestion of how two cognitive interview techniques might improve recall is limited. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. OR one technique at Level 1/2
	0	No relevant content.

Possible content:

- the participants could have been asked to report every detail; elaboration might refer to e.g. the colour of the cars, even if seemingly irrelevant, or how this technique might trigger additional information
- the participants could have been asked to recall the events in a different order; elaboration might refer to starting e.g. from the point of impact to the start of the film, or how this technique might have disrupted the influence of schema/expectations
- the participants could have been asked to recall the event from the perspective of others; elaboration might refer to eg the driver of one of the cars, or how this technique might disrupt the influence of schema/expectations
- the participants could have been encouraged to mentally reinstate the context; elaboration might refer to eg being reminded of the weather and the general environment, or how this technique might trigger recall. Credit reference to the encoding specificity principle.

Credit other relevant suggestions e.g. strategies from the enhanced cognitive interview.

Simply naming two techniques, maximum **one** mark. Naming one technique is not creditworthy.

Danielle was walking down the high street when she witnessed a crime. A young man attacked an elderly woman. After a struggle, the man ran away with the woman's handbag. Danielle and another couple of witnesses stayed with the woman until the police arrived.

Explain how the police could use the cognitive interview to help Danielle's recall of the event.

[6 marks]

Mark Scheme:

Marks for this question: AO2 = 6

Level	Marks	Description
3	5–6	Application of knowledge to Danielle's experience is mostly clear and effective. The answer is generally coherent with appropriate use of terminology.
2	3–4	There is some application of knowledge to Danielle's experience. The answer lacks clarity in places. Terminology is used appropriately on occasions.
1	1–2	There is limited application of knowledge to Danielle's experience. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Danielle is encouraged to mentally reinstate the context, reminded of, eg why she was walking down the high street, the weather etc as this may trigger further information (reinstate the context)
- Danielle should be asked to report every detail even if it seems irrelevant, eg what the attacker was wearing, the style of the handbag etc (report everything)
- Danielle should be asked to recall the event in a different order, eg beginning from when she comforted the elderly woman and working backwards (changing order)
- Danielle should recall the event from the perspective of others, eg the couple of other witnesses who were present at the time (changing perspective)
- credit features of enhanced cognitive interview to facilitate recall if applied to Danielle's experience.

Credit other valid applications.

Answers may cover fewer points in more depth or more points in less depth.

Examiner Comment:

Question 09 (6 marks)

Most students demonstrated clear understanding of the principles behind the cognitive interview, but failed to apply it appropriately 'to help Danielle's recall of the event'; this required reference to details of the situation provided in the stem.

Outline and evaluate research (theories and/or studies) into the effects of misleading information on eyewitness testimony.

[16 marks]

Mark Scheme:

Level	Marks	Description
4	13–16	Knowledge of research is accurate and generally well detailed. Evaluation 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 research is evident but there are occasional inaccuracies/omissions. Evaluation 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 research 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	1–4	Knowledge of research 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.
	0	No relevant content

AO1 content

Knowledge of research (theories and/or studies) into the effects of misleading information on EWT.
Leading questions:

- Loftus and Palmer (1974) – estimates of speed based on changing verb in the critical question
- Loftus and Zanni (1975) – ‘Did you see the/a broken headlight?’
- Loftus (1975) – ‘How fast was the car going when it passed the white barn?’
- response-bias explanation – leading questions do not affect memory, just choice of answer
- substitution bias/explanation – question wording actually distorts memory.

Post-event discussion:

- Gabbert et al (2003) – paired discussions influence recall of crime
- memory contamination – co-witnesses mix (mis)information
- memory conformity – witnesses go along with others for social approval.

Accept other relevant theories/studies.

AO3 content

Evaluation/discussion of research into misleading information:

- real-life application – links to cognitive interview
- use of artificial materials in studies, eg films – less anxiety-inducing than in real-life
- demand characteristics in lab studies reduce validity
- lack of consequences in lab studies compared to real-life – Foster et al (1994)
- memory for important events/details is less susceptible to distortion
- credit other methodological issues in studies, eg sample bias
- credit ethical issues if made relevant to discussion
- use of evidence to support/challenge effects of misleading information.

Accept other valid evaluation points.

Examiner Comment:

Question 10

There were some excellent answers to this question that focused on the effects of misleading information, succinct outlines of relevant studies (mostly the various Loftus studies, but also studies on post-event discussion), and effective evaluation. This could be methodological (artificial materials, lack of consequences in lab studies, demand characteristics, etc), or in terms of applications, for example development of the cognitive interview. Weaker answers tended to provide inaccurate descriptions of relevant studies and rote learned evaluation not clearly linked to the specific question of misleading information and eye witness testimony. Stronger answers demonstrated effective use of material, for example using evidence for the effects of age and anxiety on eye witness testimony, as evaluative material (a failure in some key studies to control for confounding variables). Weaker responses simply wandered away from the question and discussed studies on age and anxiety (in particular the weapons effect) as though they were automatically relevant.



Attachment

Outline Lorenz's **and** Harlow's animal studies of attachment. Discuss what these studies might tell us about human attachment.

[16 marks]

Mark Scheme:

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13–16	Knowledge of Lorenz's and Harlow's animal studies 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 Lorenz's and Harlow's animal studies 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 Lorenz's and Harlow's animal studies 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. OR Lorenz or Harlow only at Level 3/4.
1	1–4	Knowledge of Lorenz's and Harlow's animal studies 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. OR Lorenz or Harlow only at Level 1/2.
	0	No relevant content.

Possible content:

- Lorenz's procedure and findings – goose eggs randomly divided; half hatched with the mother present (in natural environment); half in an incubator with Lorenz present; behaviour recorded; incubator group followed Lorenz, control group followed the mother; concepts of imprinting and critical period
- Harlow's procedure and findings – in a controlled environment, infant monkeys reared with two mother surrogates; plain wire mother dispensing food, cloth-covered mother with no food; time spent with each mother was recorded; details of fear conditions; long-term effects recorded: sociability, relationship to offspring, etc; preference for contact comfort over food; long-term effects on sociability and own childrearing style
- credit also references to Lorenz's work of sexual behaviour/imprinting.

Possible discussion points:

- problems of generalising findings from animal studies to humans – argument that, of the two, Harlow's study (mammalian species) may be more relevant to human experience
- implications of imprinting/critical period for human attachment (Lorenz) – 'window of opportunity' in which attachments must be formed otherwise this may lead to negative long-term consequences (credit reference to Bowlby's work in this context, eg maternal deprivation)
- implications of early neglect (Harlow) – long-term consequences of poor attachment in childhood for future relationships, eg with own children (again, credit reference to Bowlby in this context – internal working model)
- argument that the critical period may be more of a 'sensitive period' in humans as studies have demonstrated how children have been able to recover from early deprivation, eg Romanian orphan studies
- practical value of research, eg for social work, identifying risk factors in vulnerable children
- implications for theories of attachment, eg Harlow's suggestion that contact comfort/sensitive responsiveness is more important than food contradicts learning theory
- support from human studies, eg Schaffer and Emerson Glasgow study supports the idea that responsiveness may be more important than food.

State **two** effects of institutionalisation.

[2 marks]

Mark Scheme:

Marks for this question: AO1 = 2

1 mark each for any 2 of the following:

- mental retardation/low IQ
- delayed language development
- quasi-autism
- disinhibited attachment
- disorganised attachment
- delayed physical development, eg restricted growth
- impaired adult relationships

Credit other valid effects.

If more than two effects are stated, only the first two should be marked.

Note: specialist terminology/recognised effects of institutionalisation are expected.

Examiner Report:

Question 10

Most students could state two effects of institutionalisation using appropriate specialist terminology. Most popular were disinhibited attachment and low IQ. A few answers referred to deprivation and privation as though they were effects of institutionalisation. More commonly, students wrote too much for a question that simply required them to 'state' two effects.



Outline how Lorenz and Harlow studied attachment using animals.

[6 marks]

Mark Scheme:

Marks for this question: AO1 = 6

Level	Marks	Description
3	5-6	Knowledge of how Lorenz and Harlow studied attachment using animals is accurate and generally well detailed and includes measurement of dependent variable. The answer is clear and coherent. Specialist terminology is used effectively.
2	3-4	Some knowledge of how Lorenz and Harlow studied attachment using animals is present but there may be some detail missing/lack of clarity. There is some appropriate use of specialist terminology. OR one researcher at Level 3.
1	1-2	There is limited knowledge of how Lorenz and Harlow studied attachment using animals. The answer as a whole lacks clarity/accuracy. Specialist terminology is either absent or inappropriately used. OR one researcher at Level 2.
	0	No relevant content.

Possible content:

Lorenz

- goose eggs were randomly divided
- half were hatched with the mother present (in natural environment)
- half were hatched in an incubator with Lorenz present
- the behaviour of all goslings was recorded

Harlow

- in a controlled environment, infant monkeys reared with two mother surrogates
- plain wire mother dispensing food, cloth-covered mother with no food
- time spent with each mother was recorded
- details of fear conditions
- long-term effects recorded: sociability, relationship to offspring, etc

Credit other relevant procedural details in each case.

Credit procedures from other relevant studies by Lorenz and Harlow.

Examiner Comment:

Question 11

Performance on this question was disappointing. Despite the clear injunction in the question referring to 'how' Lorenz and Harlow studied attachment, the great majority of students outlined the findings and conclusions, which did not receive credit. Some even evaluated the studies. Very few focused on the methodology or explicitly identified the dependent variables. Better answers did outline the methods and variables, and also covered extensions of the research e.g. in terms of studying effects on later emotional and sexual behaviour.

Anca is an orphan who has recently been adopted by a British couple. Before being adopted, Anca lived in an institution with lots of other children in very poor conditions. Her new parents are understandably concerned about how Anca's early experiences may affect her in the future.

Use your knowledge of the effects of institutionalisation to advise Anca's new parents about what to expect.

[5 marks]

Mark Scheme:

Marks for this question: AO2 = 5

Level	Marks	Description
3	4–5	The advice about what Anca's parents should expect is clear and appropriate and demonstrates knowledge of effects of institutionalisation. The answer is generally coherent with appropriate use of terminology.
2	2–3	The advice about what Anca's parents should expect is evident but lacks clarity. Some evidence of relevant knowledge of effects of institutionalisation. Terminology is used appropriately on occasions.
1	1	Very brief or muddled advice and/or limited knowledge of the effects of institutionalisation.
	0	No relevant content

Possible effects/application:

- delayed intellectual development/low IQ/problems with concentration – Anca may struggle more at school than other children/may not learn new behaviours, concepts as quickly
- disinhibited attachment – Anca may not know what counts as 'appropriate' behaviour towards strangers
- emotional development – Anca may experience more temper tantrums, etc.
- lack of internal working model – Anca may have difficulty interacting with peers, forming close relationships, etc.
- quasi-autism – Anca may have a problem understanding the meaning of social contexts, may display obsessional behaviour, etc.
- credit the idea that Anca may have been adopted before the age of 6 months and therefore any effects may not be as severe/long term had she been adopted later.
- credit the suggestion that effects may be reversed with sensitive parenting.

Credit other valid effects/applications.

Examiner Comment:

Question 15

Answers to this question showed reasonable awareness of the effects of institutionalisation, in terms of intellectual and emotional development, disinhibited attachment, lack of an internal working model for relationships, etc. However a common weakness was a failure to structure the material around advice to Anca's new parents, preventing access to the top level. There were some very sophisticated answers that considered the age of adoption as a critical variable. There is historical research, still relevant, that used terms such as 'mental retardation', and this phrase was quoted quite often. In the specific context of a particular historical research study this is acceptable, but as a general and contemporary description of the effects of institutionalisation it is not. Alternatives such as 'intellectual delay' should be used instead.

Psychopathology

Max has a phobia of the sea. On a family holiday as a child, he was carried away by the tide and had to be rescued by a lifeguard. Now he has a family of his own, Max refuses to go on beach holidays.

Discuss the two-process model of phobias. Refer to Max's phobia of the sea in your answer.

[16 marks]

Mark Scheme:

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

Level	Marks	Description
4	13–16	Knowledge of the two-process model is accurate and generally well detailed. Application is effective. 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 the two-process model is evident but there are occasional inaccuracies/omissions. Application and/or 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 the two-process model is present. Focus is mainly on description. Any discussion and/or application 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 the two-process model is very limited. Discussion and/or 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.
	0	No relevant content.

Possible content:

- development of phobia through classical conditioning – association of fear/anxiety with neutral stimulus to produce conditioned response; assumes experience of traumatic event; generalisation of fear to other similar objects; one trial learning
- maintenance of fear through operant conditioning – avoidance of phobic object/situation is negatively reinforcing; relief as reward/primary reinforcer.

Accept other valid points.

Possible application:

- Max's phobia has developed through classical conditioning – association formed between the neutral stimulus (sea) and the fearful event (being carried away by the tide)
- the conditioned response is triggered every time Max is near the sea
- phobia has generalised to all 'beach holidays'
- phobia is maintained through operant conditioning – avoidance of fear is reinforcing, so Max avoids the beach.

Possible discussion:

- use of evidence to support/contradict the two-process model, eg Watson and Rayner, DiNardo et al
- not all phobias are the result of trauma
- alternative evolutionary explanations for more common phobias, eg preparedness
- behavioural approach ignores cognitive aspects of phobias
- alternative explanations for avoidance, eg safety
- behavioural principles underpin therapies based on counterconditioning, eg systematic desensitisation.

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

Examiner Report:

Question 16 (16 marks)

This question provided the greatest range of answers. At the top end there was impressive and accurate knowledge of the two-process model, with clear distinctions between classical and operant conditioning. Application to Max was usually accurate. Evaluation was varied, from Pavlov's dogs, Little Albert, alternative biological/evolutionary explanations, studies on the link (or not) between phobias and traumatic experiences, and therapies based on the two-process model. Weaker answers were unclear on the distinction between operant and classical conditioning and failed to apply them effectively to Max's situation. A number of essays referred e.g. to Little Albert or to systematic desensitisation without detailing their specific relevance to the two-process model.

One explanation for phobias, including agoraphobia, is the two-process model.

Outline **one** limitation of the two-process model.

[2 marks]

Mark Scheme:

Marks for this question: AO3 = 2

2 marks for clear and coherent outline.

1 mark for limited/muddled outline.

Possible limitations:

- evidence suggests that not all people with a phobia can recall a traumatic experience, e.g. Di Nardo (1990)
- not all individuals who experience a stressful event go on to develop a phobia
- behavioural explanations, like the two-process model, do not adequately account for the cognitive characteristics of phobias
- learning theories of phobias cannot explain why we seem to be pre-prepared to fear certain stimuli (biological preparedness)
- issues of reductionism; determinism, etc.

Accept other relevant limitations.

Examiner Report:

Question 14

Again, a question done well with most students achieving full marks. The most popular limitations were the development of phobias in the absence of a traumatic event and the possible role of biological preparedness in the origin of phobias. The failure of the model to account for the cognitive characteristics of phobias was rare but creditworthy. Although 'reductionism' was sometimes used, a few students clearly did not understand the concept as it applies to behavioural models.



