

Examiners' Report

June 2025

Int Advanced Level Psychology WPS01 01

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Introduction

This paper offered candidates many opportunities to demonstrate their psychological knowledge and skills. Candidates' knowledge and understanding appeared consistent across the Social and Cognitive topics. Most candidates approached this paper confidently and were able to complete it in the time available.

Frequently, responses to questions involving strengths, weaknesses or improvements were generic and did not relate to specific details about the study or theory required. In many responses, candidates did not justify why the identified feature was considered as a strength, weakness or improvement.

Overall, candidates engaged well with scenarios. Nevertheless, it must be emphasised that if a scenario is given in a question, the response must be contextualised and psychological knowledge applied to that scenario. This is also important in the candidates' practical investigations: their responses must reference that particular investigation. Centres are reminded that all practical investigations must adhere to ethical principles in both content and intent.

Some candidates demonstrated a lack of detail in their answers. Candidates are reminded that they should be aware of specific details of studies mentioned in the specification and that they should be able to distinguish between baseline studies and variations.

As in previous series, candidates would find it helpful to be aware of the different command terms and analyse how they should be used in a response to a certain type of question.

The remainder of this report focuses on individual questions and gives specific examples, with the aim of highlighting areas of good practice and common errors that can be used to help prepare candidates for future examinations.

Note: AO – Assessment Objective

Question 1(a)

This question required candidates to describe how the sample in Milgram's rundown office block experiment was selected. There are two AO1 (knowledge and description marks) available.

This variation study has some features different from the 1963 baseline study. It is important for candidates to note specific details such as the letterhead was from a private firm called Research Associates of Bridgeport. Many candidates believed that the same participants were used as in the baseline study.

Candidates are also reminded that this was a volunteer sample.

1 In social psychology, you will have learned about Milgram's (1963) variation studies.

(a) Describe how Milgram gathered his sample in the rundown office block variation study (Experiment 10).

(2)

Milgram advertised his ~~9th~~ variation study in the newspapers as by a private research firm. And participants self-selected themselves for the study in a volunteer sampling technique. The participants who showed up to the ~~run~~ rundown office block in Bridgeport were used as Milgram's sample when investigating the ~~5~~ situational factor of location prestige.



This response achieves 1 mark.

Mentioning the research firm gives context to Experiment 10.

Reference to a newspaper advertisement and self-selected sample is just enough.

Total: 1 mark

Question 1(b)

There is one mark for identifying a strength of Milgram's rundown office block experiment and a second mark for justifying why this is a strength.

Again, the response has to be specific to the variation study, rather than the baseline study. Many responses wrote about standardised prompts etc but did not provide specific context.

Responses that considered ecological validity as a strength often mentioned the change of venue and provided appropriate context for this variation.

Total: 2 marks

- (b) Explain **one** strength of Milgram's rundown office block variation study (Experiment 10).

(2)

One strength is that the procedure was highly standardized. Where he followed the procedure of his original study exactly ~~except~~ except for the location, for instance. The verbal prompts was standardised. "The experiment requires that you continue", "you have no other choice, you must go on". This may increase the reliability of the results as others can replicate the procedure and check validity.



A strength of the variation study has been identified and context provided.

The strength is justified because it shows the original procedure can be replicated and thus provide reliability.

Total: 2 marks



Identify a strength and say why it is a strength.

Question 1(c)

This question asks for an improvement to Milgram's rundown office block experiment.

Some responses were generic, with no reference to the context. It is important that an improvement is offered, rather than a weakness or criticism.

There is also a justification mark for each improvement so it is valuable to say how this suggestion will improve the study. Changing the research method is not appropriate as an improvement, and a larger sample is not enough on its own.

In several responses, candidates tried to make an ethical point but did not elaborate sufficiently.

(c) Explain **one** improvement that could be made to Milgram's rundown office block variation study (Experiment 10).

(2)

One improvement that could have been made to Milgram's Experiment 10 is the use of both genders in the study as he only used 41 men which is not gender representative to the wider population. By having both men and women, results on situational factors affecting obedience could be generalised to both genders making the results ^{thus increasing internal validity} representative.

(Total for Question 1 = 6 marks)



An improvement is suggested: including women in the sample.

This is justified because it allows generalisability of the results about situational factors in obedience to both genders.

Total: 2 marks



Say why the improvement is useful to the study.

Question 2(a)

There is one mark for identifying a reason why personality could affect obedience and a second mark for justification of that reason.

Candidates were equally confident with either the theory of an authoritarian personality or the idea of people having a locus of control. It is important to include a direction in the response eg, people with an external locus of control are more likely to be obedient than people with an internal locus of control.

Candidates were less confident with providing justification for this reason, such as Miller's 1975 study or evidence from Adorno's F scale research.

- 2** In your studies of obedience, you will have learned about factors that affect obedience.

(a) Explain **one** reason why personality may affect obedience.

(2)
people with internal LOC are more confident and take responsibility for their actions and behaviour, acting by free will. people with internal LOC are therefore less obedient and less likely to behave on someone's ~~to~~ behalf.



There is a clear identification of locus of control affecting obedience, which gives the AO1 mark.

There is no justification for the AO3 mark.

Total: 1 mark

Question 2(b)

This question asked for two reasons why personality might not explain obedience. Many candidates answered this confidently although some misread the question and used personality again.

Clear answers included agency theory with recognised authority figure, social power theory, culture or gender. Strong answers stated as part of their justification that these factors might override the effect of personality.

(b) Explain **two** reasons why personality may not affect obedience.

(4)

1. Milgram's agentic theory proposes that we put ourselves in the agentic state if we see the authority figure around us. ~~These~~ This theory states that personality is not a factor

2. Social Impact theory as an explanation of obedience proposes SIN formula. that says that the increase of every factor: Strength of the authority figures, Immediacy (proximity) and number of sources influence the levels of obedience.



This response receives 2 marks.

Point 1 has made a clear AO1 point whilst Point 2 includes a weaker AO1 point, with no reference to personality.

There is no AO3 justification.

Total: 2 marks



Read the question carefully.

Question 3(a)

Calculations were generally correct but some candidates were unsure how to express a ratio. 2:9 does not have the same meaning as 9:2.

It is important to write it in the same way as the question asks.

- 3 Christophe carried out a study about obedience on 45 students in his school. To collect his data, he used a questionnaire with closed questions. Christophe's results are shown in **Table 1**.

Questions asked	Number of students who answered 'yes'
Do you give in homework before the deadline?	7 2 / 45
Do you give in homework on the deadline?	28
Do you need to be asked for your homework after the deadline has passed?	10

Table 1

- (a) Calculate the ratio of students who need to be asked for their homework after the deadline has passed to the total number of students.

You **must** express the ratio in its lowest form.

(1)

Space for calculations

$$10 : 45 \quad \times .5 \quad 10 \div 5 = 2 \quad 45 \div 5 = 9$$
$$2 : 9$$

Ratio 2 : 9



This response is presented correctly.

Total: 1 mark

Question 3(b)

This was a straightforward calculation and most candidates carried it out assuredly.

Candidates are reminded to look at the instructions carefully and present the answer to 1 decimal place.

- (b) Calculate the percentage of students who gave their homework in before or on the deadline out of the total number of students.

You **must** give your answer to **one** decimal place.

(1)

Space for calculations

$$\frac{7+28}{45} \cdot 100 = 77,8\%$$

Percentage77,8%



This response is presented correctly to 1 decimal place.

Total: 1 mark

Question 4

There were 4 marks for this question. Candidates engaged well with this applied question.

Most responses mentioned Moscovici's work on minority influence and identified consistency as an important feature. Examples from the scenario about Rachel cycling everywhere were used effectively to illustrate this.

Where candidates identified a second feature – often they used flexibility or provided more information about environmentally friendly issues – they were able to make a strong link to Rachel organising the speaker.

A few candidates copied ideas from the stem of the question, without any real application.

- 4** Rachel is a student who is very concerned about the effects of car pollution on the environment. Where possible, she walks or rides a bicycle instead of using cars. Rachel and her friend, Lottie, have started an environmental group and are trying to promote an environmentally-friendly way of life. At college, Rachel has organised several events and recently has arranged a talk by a popular speaker.

Describe, using minority influence (Moscovici, 1976), why Rachel and Lottie's actions are influencing behaviour.

Minority influence suggest that minority can influence the opinion of majority if they are persistent in their opinions and have facts supporting their opinion and their opinion makes sense. Rachel and Lottie are persistent in their arguments regarding car pollution. As they constantly fight to stop pollution and their argument is backed up by science they might show minority influence.



Marks are given for:

- the idea of persistence in minority influence (1)
- application that Rachel and Lottie backed up their ideas with science (1)

Total: 2 marks



Make reference to the scenario.

Question 5

This essay has four AO1 description marks and four AO2 application marks.

The AO1 marks show knowledge about the social power theory whilst the AO2 marks are using information from the scenario to illustrate this.

Candidates demonstrated good understanding of the theory, with many responses describing individual types of power in detail. In a few cases, some types of power were confused.

AO2 application to the scenario was less positive. Expert power was applied appropriately and some responses used legitimate power effectively. Referent and coercive powers were discussed less decisively.

Less-focussed responses reiterated the scenario with no real application and a few candidates tried to use agency theory instead.

- 5 Jorge has recently bought a car. He has noticed an unusual noise if he drives fast. His friends hear the noise but tell him that it is nothing to worry about and he should still drive fast.

Jorge is very concerned, so he speaks to the car specialist at his local garage. He has known the car specialist for a long time and trusts their advice. The car specialist tells him to bring the car into the garage the next day and only drive at a slow speed.

Discuss, using social power theory, why Jorge obeys the car specialist and not his friends.

You **must** make reference to the context in your answer.

(8)

Social power theory explains that an individual of higher hierarchy or authority figures have certain powers over ordinary people. Therefore, people obey them. There are several different types of powers, this includes, coercive power, the power to punish, reward power, power to reward someone, legitimate power, p individuals who look authentic and legitimate such as doctors wearing a white coat. Moreover, expert power, power of an individual who is well educated over a certain field or subject. Referent power, power gained by respect from other and informational power, power of an individual who has information about a certain thing that others want. Accordingly, Jorge obeyed the car specialist due to the power he had expert power. The car specialist is more knowledgeable about cars than his Jorge's friends. Moreover, Jorge might have obeyed due to the legitimate legitimacy of the location. The car specialist works at the local garage hence, due to the legitimacy of the place, Jorge might have gotten influenced and thus obeyed.

Social power theory can be supported by Milgrims study on obedience where factors such as legitimacy of the authority figure, legitimacy of the setting and proximity of the authority figure can increase the levels of obedience. Moreover, the authority figure in Milgrims study also had certain power over the teacher hence, further explaining why power is influential towards obedience. Furthermore, social power theory can be applied to 'real life' situations. such for In the case of Jorge, it happened as Jorge's incident. Therefore, it increases reliability and ecological validity.

However, social power theory does not include a study of its own, a Research Enough research has not been conducted on social power theory. Hence, there may be other unexplained powers that may have influenced Jorge to obey.

In conclusion, Jorge obeyed the car specialist and not his friends because the specialist has a greater expert power over the problem.



AO1

Shows mostly accurate knowledge and understanding: Level 2

AO2

There is a partially-developed discussion: Level 2

The later part of the essay is evaluation, which is not relevant in a 'Discuss' question.

Total: 4 marks



Look carefully at the command term.

Question 6

An AO1 mark can be credited for identifying each weakness and an AO3 mark for justification or evidence of each of those weaknesses.

Frequently, responses included the lack of information about Long-Term Memory (LTM) in Working Memory Model (WMM) or a limitation of model being the lack of detail about the central executive.

Rarely were either weakness justified successfully. Candidates were often conversant with Lieberman's study and used this constructively to suggest that Visuo-Spatial Sketch Pad (VSSP) needed to be more detailed.

- 6** In your studies of cognitive psychology, you will have learned about the working memory model of memory (Baddeley and Hitch, 1974).

Explain **two** weaknesses of the working memory model (1974).

- 1 The working memory model only gives a vague description and explanation of the central executive and the episodic buffer, which limits the validity of the model.
- 2 Another weakness of the model how it only placed the focus on the short term store, not providing an explanation of the long term store, compared to Atkinson and Shiffrin's (1968) multi-store memory model.



There is an AO1 mark for each weakness. Neither has been justified sufficiently for credit.

Total: 2 marks



The command term 'Explain' requires justification or exemplification of a point

Question 7(a)

There was an AO2 mark for identifying the fully-operationalised Independent Variable (IV) and the Dependent Variable (DV) from the study.

There was some confusion over which variable was the IV and which was the DV. The answer is expected to be fully-operationalised so it should be phrased accurately, such as the number of trigrams recalled.

- 7 Wout wanted to carry out a memory experiment to see if people recalled more trigrams in the morning, Condition A, than in the afternoon, Condition B. He recorded the number of trigrams participants could remember in both conditions.

- (a) Identify the fully operationalised independent variable (IV) and dependent variable (DV) in Wout's experiment.

(2)

Independent variable (IV)

The different time in the same day.

Dependent variable (DV)

The number of trigrams participants so that has remembered.



The IV is not operationalised fully and should indicate that the experiment took place in the morning or afternoon.

The DV is operationalised and is credited.

Total: 1 mark

Question 7(b)

Candidates did not identify the level of measurement confidently.

There were many incorrect answers identifying the level of measurement, such as quantitative data, repeated measures, number of trigrams.

The question should be applied to the scenario and linked to trigrams or Wout's experiment.

(b) Describe the level of measurement Wout recorded in his experiment.

(2)

At least interval. Possibly ratio — because people could recall 0 (absolute 0) trigrams. This is more info than nominal & ordinal because there is more variance in the measurement — they have specific numbers for each participant, in different conditions.



1 mark is given for identification of interval data.

There is just enough information about interval data for a weak 2nd mark.

Total: 2 marks



Include details from the scenario.

Question 7(c)

Many candidates did not attempt this question. Others had knowledge of what a type 1 error is but did not apply it to the scenario. Only a few candidates explained this sufficiently well to achieve both marks.

- (c) Wout carried out a statistical test on his results and found that they were significant at $p \leq 0.10$. He accepted his experimental hypothesis.

Describe why Wout may have made a Type I error.

Wout used $p \leq 0.1$ which means the ^{probability that} differences of recall is not due to different time recall is equal or smaller than 10%. ⁽²⁾
~~So there was large possibility that~~ So Wout's result about influence of time of recall on accuracy may not be valid and He ~~should~~ might should accept null hypothesis.



Credit is given for 'He should accept null hypothesis.' $p=10\%$ is accepted as context for this question.

Total: 1 mark



Relate back to the scenario in an applied question.

Question 8(a)

The cognitive practical investigation should be a laboratory experiment using a repeated measures design to gather quantitative data and include descriptive statistics. It should be taken from topics covered in cognitive psychology. Answers to the following questions should make direct reference to the candidate's investigations.

Candidates gave details of the various sampling methods such as opportunity, volunteer, stratified and random. Most responses did not mention the study and provide context. If there was some mention of a cognitive word list, candidates might achieve 1 mark.

For a second description mark it would have been useful to find out some details about the participants, such as how many participants were in the sample or the age range.

8 In your studies of cognitive psychology, you will have carried out a practical investigation.

(a) Describe how you gathered your sample for your cognitive psychology practical investigation.

(2)

I used a stratified sampling technique to gather a sample in my local university, investigating the effects of multiple distractions on memory recall. I separated the population into strata, then randomly selected my participants from each strata that I would need for my research using a randomised computer generator.



This response makes reference to memory recall, so it is not generic.

There is just enough for 1 mark but some mention of the strata, numbers involved or detail of the sample would be needed for the 2nd mark.

Total: 1 mark



Take note of the mark allocation.

Question 8(b)

There are two application marks for the description of an extraneous variable that the candidate controlled in the investigation.

This question was less likely to be generic and many responses involved sensible suggestions. For example, the control of noise as an extraneous variable, enabling participants to have the same conditions in which to learn and recall their word lists.

(b) Describe **one** extraneous variable that you controlled in your cognitive psychology practical investigation.

(2)

In my practical investigation I tested how many common songs would be recollected by the participants. In order to avoid extraneous variables from affecting my results I made sure to conduct the experiment in a noise free classroom to avoid fewer songs being recollected due to overloading the capacity of the phonological loop.



The experiment fits the cognitive requirements for a practical investigation, with a clear link to the aim.

Total: 2 marks

Question 8(c)

This question asked candidates to identify a strength of their investigation, involving reliability.

There was an AO2 mark for the identification of the strength and an AO3 exemplification mark for the justification of the strength.

The most popular response involved a standardised procedure and the ability to replicate the experiment. Candidates chose to describe the same word lists, distractor tasks and same time intervals.

(c) Explain **one** strength of your cognitive psychology practical investigation in terms of reliability.

(2)

We kept the procedure ~~standardised~~ standardised by controlling the time each ^{word} ~~was~~ was represented on the screen, ^{2 seconds} each word was 5 letters long, there was a 0.5 second delay between each word represented, same location and completed at the same time of day so our experiments could be repeated to check for consistency.



There is good AO2 detail of the standardised procedure.

The AO3 is just enough to exemplify reliability.

Total: 2 marks

Question 8(d)

This part of Q08 involved identifying a strength linked to generalisability of the investigation.

The AO2 mark must link to the practical investigation. The AO3 mark was an exemplification mark. Many responses were generic and made no reference to a cognitive example. Candidates mentioned 'our sample' and perhaps the make-up of the sample in terms of gender or culture but this could have referred to a practical from any topic.

(d) Explain one strength of your cognitive psychology practical investigation in terms of generalisability.

(2)

I used both male and female students as my participants to do the research. This can show the different ~~at~~ memory ability between males and females so the results can be generalisable.



This response makes a link to the results being generalisable to the memory ability of both males and females but is not developed sufficiently for the second mark.

More details about the sample are required, such as the relative numbers of males and females.

Total: 1 mark

Question 9

This question was an 8 mark open-response question assessed by using levels-based marking criteria, with equal emphasis on knowledge/understanding and evaluation/conclusion.

Candidates were asked to evaluate the ethical issues of using case studies of brain-damaged patients to study memory. Candidates largely knew the case study of HM and could give some general details about his condition and his life. Some candidates also mentioned Clive Wearing. The knowledge of these two case studies was quite confused in some accounts. Many candidates chose to talk about Schmolck (2002) which had limited value because it was an experiment.

Discussion of ethics was generally superficial and did not take note of the unique ethical problems of dealing with patients with severe memory loss.

Informed consent was mentioned briefly but the consequences were not addressed. Similarly, with protection from harm. Therefore, the AO3 points were largely underdeveloped and limited to Level 2.

9 Cognitive psychology often uses case studies of brain damaged patients to research memory.

Evaluate the ethical considerations of using case studies of brain damaged patients in memory research.

(8)

Brain damaged patients have been studied in the past to provide highly useful findings and data that have proved theories and studies yielding invaluable insight into memory research. The studies such as Henry Molaison's (HM) case study and that of Scoville et al (1957) has been used ~~longitudinally~~ to provide in-depth research and guidance to the theoretical studies of memory research. ~~HM was not studied~~

HM suffered from severe seizures which led to a brain surgery to bilaterally remove his hippocampus. When he awoke from surgery he was able to recall past events however encoding any new semantic or episodic memory into his LTM was damaged. He could however store procedural memory as exemplified by (Brenda Milner).

HM's inability to recall immediate information (within the STM - held only temporarily and with limited capacity of 7 ± 2 , 4 chunks) raises ethical concerns of whether he was actually in a mental state to issue valid informed consent.

Informed consent is critical as a participant ought to have disclosure of the purpose, and

procedure of the study. HM may not have been able to remember being studied as he would not encode it into his Long Term Memory.

For some studies we note that ^{for} the aim of the study to be fully investigated without bias (experimenter bias or demand characteristics) deception may be necessary. However the extent of the deception ought to be limited as ongoing psychological harm can be seen even after debriefing. For patients with brain damage the ethical guidelines ought to have stringent measures that can reduce and prevent any harm.

The study of HM further raises concerns about withdrawal. The ability to withdraw without any coercion or pressure is necessary. When it is assured that your research or aid in research will contribute largely to the society then one may feel as though they do not have the option to withdraw.

Privacy and confidentiality are other main areas of concern, as the publishing of HM and his life plus details makes it publicly available and strips his right to privacy.



AO1

There is accurate knowledge and understanding shown in this essay: Level 3

AO3 There is some idea of competing arguments and a discussion of whether or not it is acceptable to use case studies: this just brings it to Level 3

Total: 5 marks

Question 10

This question is a 12-mark open-response, with 6xAO1 knowledge/understanding marks available and 6xAO3 evaluation marks.

Candidates could use details of studies or conformity to demonstrate knowledge and use the strengths and weaknesses of these ideas to show the AO3 justification.

This could involve judgements about the role of individual differences in conformity. Studies by Asch and Moscovici formed the backbone of the essay. Culture was discussed confidently with Bond and Smith's study often quoted in support.

The best answers were able to show accurate and thorough knowledge of personality such as authoritarian personality and locus of control. Issues of gender were investigated as well. This was combined with a well-developed logical argument that had a balanced judgement/decision, with the judgements/decisions often being spread throughout the essay. Implications of research were also considered.

Other answers were weaker on the AO3 points, producing statements with some development or providing an imbalanced response. Some responses offered very little AO3 at all.

10 To what extent do situation and culture affect conformity?

(12)

Conformity is when individuals change their behaviour because they want to fit in and be accepted into the group or because they are unsure of how to behave. There are many factors which can influence conformity, two of which are situation and culture.

A strength of situation as an explanation for conformity is that there is research evidence to support it. Asch (1951) found that when the group size^{of confederates (majority)} increased to 2, conformity reached 13%, and when it increased to 3 confederates, conformity reached 32%. Asch found that this was the optimum majority size and that conformity levelled off if it increased any further. Asch also found that when a dissenter was introduced, conformity fell to 5%. This shows the effects of different situational factors, such as majority size and unanimity on conformity. Asch's experiments were carried out in controlled ~~exp~~ lab conditions, which increases the credibility and reliability of these results.

However, using situational factors as an explanation for conformity may lead to an oversimplified view of conformity that is reductionist. This is because it does not consider the role of^{individual differences, such} personality. Not all people behave the same way in the same situation. Kotter (1966) argued that individuals with an internal locus of control were more likely to resist pressures to conform because they believe they are

responsible for their own actions. This suggests that situational factors alone cannot explain conformity and ~~indiv~~ individual differences, such as personality, should be considered.

A strength of using culture to explain conformity is that there is supporting research evidence. It is thought that collectivistic cultures are more conformist than individualistic cultures. Bond and Smith (1988) found that ~~indiv~~ collectivistic cultures such as China had higher levels of conformity than individualistic cultures based on 133 studies across 17 countries. This empirical evidence shows the effect of culture on conformity, suggesting it is a useful explanation.

On the other hand it may be difficult to isolate factors that affect conformity as they are usually linked. For example, someone from a collectivist culture may be more likely to conform, but this may be because they have an external locus of control or because they are in a situation that promotes conformity, such as an ambiguous ~~situat~~ situation where they don't know how to behave. Therefore, we cannot definitively argue that culture alone affects conformity.

In conclusion, whilst situation and culture may be useful for explaining conformity, it is important to recognise individual differences and avoid generalising statements. Instead, a more holistic approach should be used where all factors are considered, including personality, situation, gender and culture and examining how these interact to cause conformity or resistance to conformity behaviours.



AO1

This essay demonstrates some good and accurate knowledge and understanding points.

AO3

Some judgements are included for AO3.

An awareness of competing arguments is shown, bringing it to Level 3.

Total: 8 marks

Situation and culture affect conformity alongside other factors. ~~The culture greatly affect conformity~~

1) Culture, collectivist culture (ex. slavic cultures) are more likely to conform to a majority influence rather than minority influences.

2) Situation: The place, time, and topic of conformity may affect conformity. In a public setting people are more likely to conform and when it's a topic they do not know much about.

3) In both minority / majority conformity public v.s. private responses affect conformity. In the study Asch (1956) when participants were writing down their answers (private) conformity dropped from 32% to around 1%.

4) Unanimity: If even just one person from the majority has a different opinion that can decrease conformity. In Asch (1952) when 1 confederate disagreed with the majority's answer conformity decreased.

5) Confidence / Personality: People with lower self-esteem are more likely to conform. The confidence of the group attempting to influence others also has an effect on both minority / majority conformity.

6) Group size: In Asch (1953) different group sizes were tested to see conformity rates when the group size reached 3 the conformence rate was at around 30% just as it was in a group of 9. This shows that a group size of 3 people and above ~~it~~ increases conformity rates.

7) ~~4~~ Commitment: In minority influence the commitment someone has to their cause / opinions has an influence for example making sacrifices for the cause. This increases conformity.

8) Consistency: In Moscovici when confederates consistently gave incorrect answers conformity rate were 87%, whereas when they answered 28/36 incorrectly conformity rates were around 17%. This shows that consistency increases conformity.

9) Gender: older studies/theories assume women were more likely to conform, which was however proven wrong as newer studies show gender has no effect on conformity.

10) Legitimacy: especially in minority ^{conformity} ~~influence~~ the legitimacy of those attempting to have an influence has an effect on conformity. The more legitimate/specialised they seem the more likely one is to conform.

11) Knowledge: One's knowledge has an effect on conformity. People are more likely to conform to a majority/minority if they have little knowledge on the subject discussed.

In conclusion, situation and culture do have some effect on ~~the~~ conformity, but not a lot compared to other factors.



In this essay there are many AO1 points. It does provide a little more than isolated knowledge so just makes Level 2.

Total: 4 marks

Paper Summary

Based on their performance on this paper, candidates are offered the following advice.

They:

- should take careful note of the mark allocation to judge how much to elaborate responses
- should ensure that they are confident with the meaning of each command term
- must learn content of named studies thoroughly so that they can incorporate accurate details into their answers
- must avoid generic responses and provide specific responses when answering questions about their practical investigations
- could use evidence and supporting studies to expand logical chains of reasoning, allowing balanced conclusions in longer, open-response questions
- should include an exemplification/justification point when answering questions about strengths, weaknesses or improvements

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