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Examiners' Report/
Principal Examiner Feedback

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Pearson Edexcel International GCE
PSYCHOLOGY (WPS01)
PAPER 1: Social and Cognitive
Psychology

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General Comments

In general, candidates attempted most elements of this paper. The smaller questions that seemed to cause most difficulty for some were 4a, 4b, 4c, 5a and 6c. Candidate's responses were generally good and consistent for the rest of the paper demonstrating knowledge and understanding of both social and cognitive psychology.

Some candidates were unclear within certain questions of the different theories. Within longer questions this resulted in lower marks being awarded. Candidates would have benefitted from consolidated learning of key elements of the specification in terms of theories. This pattern of confusion also carried through with some candidates not knowing the difference between results and conclusions for specific questions.

Within the specification candidates are required to complete one cognitive practical and one social practical. At times candidate's answers confused one with the other or referred to methods that did not match the specification requirements. Candidates need to know the clear differences between their practical's and the correct requirements of the specification in terms of for example, methods to be used.

The majority of candidates attempted to apply their answers to the contextual questions with some success, illustrating their use of the A02 skill element. Some candidates did provide generic answers which limited the marks that they could access, especially in the smaller questions. Candidates would have benefitted from applying their answers clearly too either the stimulus material provided in the examination paper or areas within their course that the question directs the candidates towards.

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Paper Summary

Based on their performance on this paper candidate are offered the following advice:

- Candidates, need to know the differences between their theories (and studies), having a clear understanding of what the theory (or study) involves.

- Candidates need to pay careful attention to not only the taxonomy within a question but the question requirements. For example if the question asks for reference to a practical or context, candidates need to make clear reference to this in their answers if the question requires it.

- Candidates would benefit from time spent learning practical's in terms of the knowledge of what is required within a piece of research and for example, the impact of design decisions that take place.

- Some candidates provided answers in terms of the levels based questions that showed an awareness of the necessary skills. Candidates need to continue to develop this in terms of the balance/judgement and reasoned chains or arguments that may be required.

A more detailed analysis of individual questions and answers follows.

Comments on Individual Questions:

Q01a

Question Introduction

Candidates attempted a variety of conclusions for this study. Often these were not referenced in terms of the study which resulted in generic statements which were not credible. Some excellent answers were seen in which candidates clearly identified two conclusions focusing specifically on their analysis of the information given.

Examiner Comment

(a) Suggest **two** conclusions that can be drawn from <u>this study</u>.

(2)

1. Confedrate wearing a security guard uniform had more number of people obeying them. This show that men in uniform has an impact oh obhence.

2. People tend to obey orders from puopli if they recognize their authority as morally right.

This response gained 1 mark overall.

The candidate clearly provides an accurate conclusion in the first point which is related to the study. The second point is not a conclusion of this study so gains no marks.

Examiner Tip

When the question states a reference to stimulus material, candidates must ensure their answers reflect this requirement.

Q01b

Question Introduction

Some candidates produced an accurate answer for this question. It does specifically ask for the calculation to be presented as a fraction, some candidates did not meet this requirement of the question and therefore did not gain the mark allocated.

Examiner Comment

(b) Calculate the fraction of people **refusing to obey instructions** in condition A.

(1)

Space for calculations

$$\frac{90}{30+90} = \frac{3}{4}$$

This response gained 1 mark overall.

The candidate clearly states the correct answer meeting the requirements of the question.

Examiner Tip

Candidates must be careful to read all parts of the question.

Q01c

Question Introduction

The majority of candidates were able to produce the correct graph to illustrate this data. For 3 marks candidates had to provide an appropriate title, the quality of which did vary across answers provided. A second mark was awarded for labelling the axis correctly, this like the title varied in quality between candidates responses. The final mark was for the correct plotting of the data, most candidates did this well.
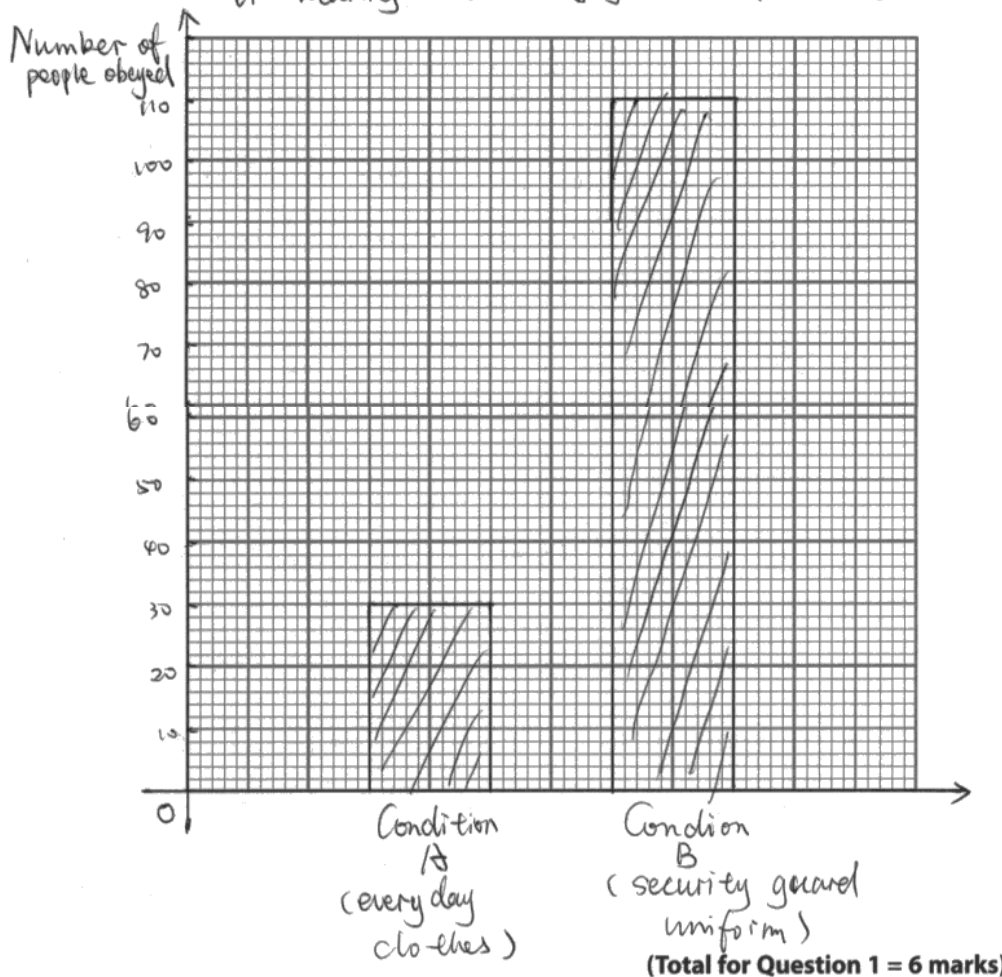
Candidates generally made good use of the graph paper which made answers easier to plot. Very few candidates did not attempt at least part of this question; some candidates provided histograms and line graphs.

Examiner Comment

(c) Draw an appropriate graph to show the number of people **obeying instructions** in each condition.

(3)

Title   The bar chart illustrating the number of people obeying instructions of a peo person wearing everyday clothes (A) or wearing a security guard uniform (B).

Number of people obeyed

110
100
90
80
70
60
50
40
30
20
10

0

Condition A (every day clothes)   Condition B (security guard uniform)

(Total for Question 1 = 6 marks)

This response gained 3 marks overall.

The candidate produced a title which is detailed and accurate gaining 1 mark. The graph plots are correct in addition to the axis which are labelled and drawn correctly

Examiner Tip
Candidates would benefit from adding accurate detail to their titles and axes in order to ensure that they have access to all the marks.

Q02a

Question Introduction
Candidates within their answers provided a variety of ethical issues including, distress, right to withdraw, deception, amongst others. The better candidates were able to identify 3 separate ethical issues relevant to Milgram's research in terms of clear knowledge and then go onto justify their choice. Some candidates provided answers which provided knowledge of ethical choice but did not attempt to justify their answers. This allowed them to gain identification marks but limited them in terms of gaining justification marks. A few candidates provided statements which were not ethically based, focusing on methods or agency theory.

Examiner Comment

2 Milgram (1963) conducted research into obedience using a laboratory experiment. His original study was conducted at Yale University with male participants recruited using an advert in a local newspaper.

(a) Explain **three** ethical issues with Milgram's original study.

(6)

1. Milgram's study contained a lot of deception: the participants were made to believe that they were taking part in an experiment for memory recall, they were also deceived into believing that they were administering real electric shocks and that the learner was real and not a confederate

2 The experimenter was an ordinary man who had no exposure to psychology. Hence this is ~~dangerous~~ dangerous as the participant could have shown signs of being psychologically uncomfortable or pressured and the experimenter wouldn't be aware of this.

3 Although the right to withdraw was there in Milgram's original study, it was manipulated by the use of verbal prods from the experimenter.

This response gained 3 marks overall.

The candidate identifies a clear ethical issued related to Milgram's research within their first point in terms of deception for one mark. Their additional marks are awarded for point three, they identify a relevant ethical issue for one mark and go onto justify this – although a weak justification it is enough for the third mark.

Q02b

Question Introduction

Candidates attempted this question in terms of appropriate conclusions made by Milgram following his variation studies. A few candidates were able to provide two accurate conclusions which allowed them to access the marks allocated. These answers mostly referred to proximity, prestigious location or presence of dissenters.

Where candidates struggled was in terms of the accuracy of their conclusions, for example, there were lots of statements in terms of proximity affecting obedience but little reference to how. This for some candidates lead to an underdeveloped answer that was not actually a conclusion.

Examiner Comment

(b) Milgram (1963) conducted several variations of his original study in order to investigate the impact of situational factors on obedience to authority figures.

State **two** conclusions made by Milgram following his variation studies.

(2)

1 Proximity of the authority figure might influence obedience. The nearer the authority figure, the greater the obedience.

2 Orientation can also affect obedience. e.g. locations with authority might lead to more obedience than others (Yale & Office)

This response gained 2 marks

The candidate in the first conclusion makes a clear reference to proximity influencing obedience which they then go onto clarify in terms of how. This provides them with an accurate conclusion of one of the Milgram's variation studies. The candidate gains another mark through their second conclusion which is also accurate.

Q02c

Question Introduction

Most candidates attempted this question producing some good answers in terms of both skill requirements. Some candidates were able to access A01 marks showing and understanding of strengths and weakness of agency theory as an explanation of obedience. Answers focused on using supporting evidence or application to society for strengths and alternative theories or individual difference for the weakness. A few candidates did not provide enough clarity for A01 marks in terms of providing knowledge of agency theory to then go onto justify, however in most cases candidates could still access their A03 mark. A minority of candidates confused Agency theory with Milgram's research, in these instances they were providing strengths and weaknesses for his studies and not answering the question in terms of Agency theory.

Examiner Comment

Explain **one** strength and **one** weakness of agency theory as an explanation of obedience to authority.

(4)

Strength

One strength of the agency theory is that Milgrams (1963) study supports it to a certain extent. 65% of Milgram's participants obeyed and reached the highest level 450V. 100% went to 300V. When debriefed they said that it was responsibility of the experimentor. This support the agency theory as participants became agents of the experimenter (authority figure) and displaced their responsibility.

Weakness

One weakness of the agency theory relating it to the Milgram's (1963) study is that it does not explain individual differences on why some people obey and why do some people disobey - 35% of the participants disobeyed. The theory is rather descriptive than explanatory.

(Total for Question 2 = 12 marks)

This response gained 4 marks

The candidate provides an accurate strength in terms of using supporting evidence, there is a clear statement of A01 in terms of using the results of

the study to support agency theory as an explanation of obedience. The weakness refers to individual differences, again using Milgram's research to gain access to the A03 mark in terms of the result.

Q03

Question Introduction

Many candidates answered this question well, incorporating both elements of the assessment requirements. Most candidates knew the difference between compliance and internalisation, allowing them to access clear A01 marks. A limited amount of candidates used other conformity ideas which took their answers away from the question focus.

A minority of candidates referred only to internalisation and compliance, omitting application to the context within their answers. The question clearly states that candidates must refer to the context in their answers therefore limiting the marks that could be awarded to these answers.   Most candidates did refer to the context within their answers, using key elements of uniform, good attendance and handing in homework within their answers in terms of both compliance and internalisation. At times some candidates limited the balance across compliance and internalisation which result in mostly coherent chains of reasoning. The use of context material was also quite varied across candidate answers, again resulting in superficial material being used to support their answers in some cases.

As a level based question it is important to note that an A01/A03 response was required which needed to show an equal emphasis between knowledge and understanding versus application in their answer. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of conformity, specifically compliance and internalisation. Those who displayed a well-developed and logical balanced discussion, containing logical chains of reasoning met the requirements of the A02. Demonstrating a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures).

Examiner Comment

3 Psychologists claim there are different types of conformity, including compliance and internalisation. A teacher claims that her students conform to the school's expectations of punctuality, tidy uniform, good attendance and handing in homework because they have internalised these. However, her friend argues that the student behaviour is more likely to be due to compliance with the school's expectations and not internalisation.

Discuss how compliance **and** internalisation can explain the behaviour of students in the school.

You must refer to the context in your answer.

(8)

Compliance is publicly conforming to the view presented but privately disagreeing (Kelman 1958) whilst internalisation is publicly agreeing to the views and also privately agreeing (Kelman 1958).

Therefore, this can be used to explain the behaviour of students in school, as they comply to the school's expectations ~~for~~ for instance in this case, students could be punctual and neat only because the school expects them to display such character traits not because they themselves want to. Students can be displaying these ~~characteristics~~ Characteristics only in school and not elsewhere. ~~But~~ Therefore, students might comply in school because majority of the ~~school~~ student population display these characteristics hence they conform with fear of being the odd ones out.

On the other hand, Internalisation can also explain students' behaviour as they are expected to behave in a certain way that is appropriate / admirable to society until they begin to internalise the behaviour. In this case, if a student knows that they should be punctual, neat and hand in their homework in time in order to be classified as a "good student" then they will most definitely internalise this behaviour and as they are aware that having these traits make a good student.

Therefore, compliance and internalisato can explain a student's behaviour in school.

This candidate scored Level 4, 7 marks.

They clearly understand conformity in terms of both compliance and internalisation – providing an understanding of both terms within their opening paragraph. The next part of the answer demonstrates accurate knowledge and understanding of compliance in terms of the context. The candidate embeds accurate reference to punctuality and neatness within their discussion in terms of compliance and then within conformity. The latter part of their answer follows the same pattern for internalisation providing a logical chain of reasoning with balanced discussion of all elements of the question. The candidate's answer is therefore well supported throughout in terms of a sustained application of relevant evidence from the context.

Examiner Tip

Candidates when asked need to use the context clearly within their answers, providing support for all arguments the question proposes.

Q04a

Question Introduction

On the whole, candidates struggled with this question in terms of describing how they operationalised the variables from their cognitive practical. Several candidates confused both the cognitive and social practical's, attempting to operationalise elements of social questionnaires for example. Some candidates provided answers focusing on methods used or sampling techniques they had gathered. For the minority of candidates who were able to do this well they provided a clear focus on how they operationalised variables within the cognitive practical in terms of both the independent and dependent variables.

Examiner Comment

4 As part of your studies in cognitive psychology, you will have conducted a practical investigation.

(a) Describe how you operationalised the variables in your practical investigation.

(2)

Have a questionare with both Quantitive and Quattive data. Quantitive as in numerical and qualitive as the quality of questions asked. favorite resterants and how many times a day/week/month/year.

This response gained 0 marks.

The candidate has provided an answer involving methodology from the social approach so cannot be awarded any marks.

Examiner Tip
Ensure that candidates are clear on the different practicals that they are learning for this paper.

Q04b

Question Introduction

Some candidates did well on this question producing two accurate conclusions from their cognitive practical. A few candidates did provide conclusions from their social practical which were not credible. Several candidates also produced results instead of conclusions which does not meet the requirements of the question.

Examiner Comment

(b) Give **two** conclusions you reached in your practical investigation.

(2)

1 95% of restaurant chosen by candidates were Junk food. 5% was healthey

2 90% of candidats that were asked ate food out weekly

This response gained 0 marks.

The candidate has provided an answer which involves results and not conclusions from the cognitive practical.

Examiner Tip

Ensure that candidates are clear on what a conclusion from their practical actually is so as not to confuse with results.

Q04c

Question Introduction

Candidates produced a variety of answers in terms of attempting to explain one way in which demand characteristics were controlled for within their cognitive practical. The more accurate answers were those that applied a control they had used in their practical, going onto justify why they had used this control to alleviate demand characteristics. Many candidates did not refer specifically to the cognitive practical which meant their answers were generic. A few candidates provided answers for the social practical or provided answers from other elements of their practical design. Most candidates did attempt this question.

Examiner Comment

(c) Explain **one** way demand characteristics were controlled in your practical investigation.

(2)

> Limited questions were asked there for only limited questions could be answeard. In that way all cantidates are controlled to answear spaerfice questions with Yes/no ~~or no~~ answears and no space for them to write there options

This response gained 0 marks.

The candidate clearly refers to requirements from their social practical.

Q05a

Question Introduction

The majority of candidate could not provide an accurate aim of Schmolk's study. Attempts were made at addressing HM and his brain issues but these were quite often vague and limited in terms of accurate terminology. Several candidates did not attempt this question.

Examiner Comment

5 In cognitive psychology, you will have learned about the following contemporary study in detail:

   • **Schmolk et al (2002)** Semantic knowledge in patient HM and other patients.

   (a) State the aim of Schmolk et al's (2002) study.

   (1)

   They wanted to investigate if specific brain damages affect semantic memory, such as medial temporal lobe or the anterolateral temporal cortex

This response gained 1 mark.

The candidate has provided an accurate aim for Schmolk et al's. (2002) study and is awarded 1 mark.

Examiner Comment

5 In cognitive psychology, you will have learned about the following contemporary study in detail:

   • **Schmolk et al (2002)** Semantic knowledge in patient HM and other patients.

   (a) State the aim of Schmolk et al's (2002) study.

   (1)

   To see if HM's memory loss is the same among other people with similar problems.

This response gained 1 mark.

The candidate has provided an accurate aim for Schmolk et al's.(2002) study and is awarded 1 mark.

Examiner Tip

Ensure that candidates clearly learn main elements of their contemporary studies accurately.

Q05b

Question Introduction

A few candidates provided 3 clear and accurate conclusions for Schmolk et al's. (2002) study. Answers tended to focus on damage to the anterolateral temporal cortex, damage to the hippocampus and HM's impairment begin due to his interrupted education; although there were other conclusions mentioned by candidates. Those candidates who were awarded 3 marks provided answers that were accurate in terms of terminology focused within the study. Most candidates at least attempted to answer this question and answers were for the most part related to Schmolk et al's. (2002) study.

Examiner Comment

(b) State **three** conclusions drawn by Schmolk et al (2002) from their study.

(3)

1 The damage to the anterolateral temporal cortex leads to a loss of semantic knowledge and confusion.

2 However, the damage to the hippocampus was not related to semantic knowledge.

3 The language impairment by HM was unrelated to his condition but his upbringing — low socioeconomic status and interrupted education.

(Total for Question 5 = 4 marks)

This response gained 3 marks.

There are 3 clear conclusions within this candidates answer. The first refers to the anterolateral temporal cortex leading to a loss of semantic knowledge – a clear conclusion. The second and third conclusions are similar in style and accurate of the study.

Q06a

Question Introduction

Many candidates were able to provide a clear two-tailed hypothesis which operationalised the independent variable in terms of the gender, males and females. These candidates then went onto provide the dependent variable in terms of the numbers of words recalled from a list of 50. Some candidates failed to operationalised parts of the hypothesis clearly; this tended to be more focused on the independent variable. A few candidates confused one and two tailed, providing a one –tailed hypothesis instead of a two-tailed one as the question asks.

Examiner Comment

6 A group of researchers are testing whether the number of words that can be recalled from a list is influenced by gender. One group of participants is female and the other group of participants is male. Participants have to learn and recall words from a list of 50. Each participant is given a recall score out of 50.

(a) Give a fully operationalised non-directional (two-tailed) hypothesis for this study.

(2)

The number of words that can be recalled from a list of 50 will differ between the males and females.

This response gained 2 marks.

The candidate provides a clear two-tailed hypothesis, operationalising the dependent variable in terms of the number of words recalled from a list of 50 and also goes onto provide a clear independent variable in terms of males and females.

Examiner Tip

Candidates would benefits from clearly reading all requirements of the question so as not to provide an inappropriate one-tailed hypothesis for example.

Q06b

Question Introduction

Many candidates calculated the correct median for the data. Some candidates confused the median with the mean and provided a calculation and answer for this.

Examiner Comment

Calculate the median score for male participants.

(1)

Space for calculations

6 17 18 18 18 20 20 21 22 25 31
↑

The median score = 20,,

Median score of words recalled by male participants 20

This response gained 1 mark.

The candidate clearly worked out the correct median for the data and puts the answer into the space provided.

Q06c

Question Introduction

Most candidates found this question difficult in terms of understanding what the median was and how to apply it to the data provided. A minority of answers identified the skewed data in the set and went onto justify the median as the most appropriate due to it being not affected by these scores. Most candidates either failed to attempt this question or provided answers that focused more on explaining how to work out the median and not why it was an appropriate measure for this data.

Examiner Comment

(c) Explain why the median is an appropriate measure of central tendency for the data in this study.

(2)

This is because the data ~~is~~ skewed. There are extreme values such as 6 and 31 which would affect the results. The median would be best since the extreme values / outliers won't affect it.

(Total for Question 6 = 5 marks)

This response gained 2 marks.

There is a clear identification of the skewed scores within the data set provided which the candidate goes only justify in terms of the median not being affected by them.

Q7

Question Introduction

Most candidates struggled to meet the requirements of this question in terms of cognitive psychology. Some candidates provided answers that referred to the experimental method and case studies but made no reference to cognitive psychology. A few candidates provided answers for case studies and the experimental method within social psychology which does not meet the requirements of the question. At times some candidates were also unfamiliar with case studies within cognitive psychology, referring in their answers to assumptions about general case studies.

Examiner Comment

7 Psychologists can use the experimental method for investigations. This is particularly the case in much of the research carried out in cognitive psychology. However, case studies can provide more in-depth detail about memory.

Justify the use of the experimental method instead of case studies in cognitive psychology.

experimental method is using (Reliability) which is reapeating the same questmare/Sunay-to see is the same candidate will answear the same then So ~~its~~ its reliable also known as (retest)

This response gained 0 mark.

The candidate has provided an answer for social and not cognitive psychology so cannot be awarded any marks.

Q08

Question Introduction

Some candidates produced accurate and well developed answers focusing on evaluating the working memory model as an explanation of memory. These answers provided understanding of the working memory model in terms of the central executive, phonological loop, visuospatial sketchpad and episodic buffer. These answers displayed a well-developed and logical evaluation incorporating comparisons with other theories, supporting and contradicting evidence, amongst other statements. Some candidates did not always show an awareness of competing arguments which resulted in an imbalanced argument. The question specifically asked for an evaluation of working memory as an explanation of memory, the focus on "as an explanation of memory" which was not always clear within some candidate's answers.

Some candidates focused on describing the Multi-store Model of Memory, confusing the requirements of the question.

As a level based question it is important to note that an A01/A03 response was required which needed to show an equal emphasis between knowledge and understanding versus assessment and conclusion. Those candidates who scored highly on both skills were able to demonstrate accurate and thorough knowledge and understanding of the working memory model as an explanation of memory. This A01 knowledge was displayed in a well-developed assessment containing logical chains of reasoning throughout the candidates answer, not just in the second part. This therefore allowed these candidates to demonstrate an awareness of the significance of competing arguments throughout their answer, allowing them to provide a balanced judgement.

Examiner Comment

8 Baddeley and Hitch (1974) used the working memory model to explain processing and storing of cognitive information.

A01- 4

Evaluate the working memory model as an explanation of memory. A03- 4

(8)

Working memory model was proposed by Baddeley and Hitch as a more dynamic model of short-term memory. Baddeley & Hitch believed that multi-store model memory put too much emphasise on rehearsel of information ~~as~~ for storing and little

detail and ~~reduce over~~ oversimplified the model, and short-term was important for memory process. They carried out a dual task paradigm on their own students, ~~where~~ to ~~see~~ investigate if task

type

~~difference~~ in type would affect performance in short-term memory and indeed they found that two similar task was more difficult to perform, such as 2 visual task, whereas 2 different task, visual and verbal task, was Performed better. They created a more complex model of memory which consisted of ~~eat~~ one main system and two sub-systems. Central executive was the main system, controlling the 2 slave systems, ~~a phonological~~ phonological system ~~firenet~~ and visuospatial sketchpad. Overall, this model memory was limited and temporary for processing and storing data but the information was in continuous progress and being manipulated ~~=~~ regularly.

They ~~achieved~~ to explain the dual task paradigm, which was experimental evidence for the model memory. Also ~~enough~~ neuropsychological evidence was obtained. For instance, ~~eeer th~~ Henry molasion had an had ~~a~~ brain surgery for epilepsy which left him with brain damage, impairment to his ~~visu~~ spatial memory, whereas intact ~~is~~ short term ~~intact~~ verbal memory ~~and~~

In contrast KF case study, where he damaged his short term, so he had a digit span of 1 which indicates his impairement to phenological memory, but intact visual memory. This two case studies gives evidence for both the subsystems being seperate systems. They used CT and fMRI MRI scans, which provides objective measurement of memory function but neuroimages still need interpretation from researchers, influenced by subjective opinions.

This response gained Level 2 - 4 marks

The candidate is clearly aware of the topic material being asked for by this question in terms of the working memory model. They show knowledge of many elements of the working memory model in the first half of their answer however there is a slight element of listing which leads to underdeveloped knowledge. The question asks to evaluate the working memory as an explanation of memory which the candidate only partially does. They provide some logical chains of reasoning but do not clearly provide a balanced conclusion which focuses on the question requirements.

Q9

Question Introduction

A few candidates began this question with a definition of social power theory, expanding their knowledge in terms of legitimate power, coercive power, and referent power amongst others. These candidates focused mainly on reward and legitimate power, these being the most accurate for them in terms of understanding and in terms of reference to the context. Several candidates omitted key knowledge from social power theory and therefore limited themselves straight away to lowers. Several candidates provided answers for social impact theory most likely confusing the terminology in the question and mostly providing an incorrect response. A minority of candidates did not attempt this question.

Candidates were at times successful in linking their knowledge of social power theory to the context; there were clear examples throughout many student answers of the candidate's awareness of how this and other

theories work in terms of the group behaviours. For some of these answers specific detail from the context had been added to strengthen their answers by covering this skill element.

Some candidates were able to provide in their answers competing arguments often referring to alternative theories, individual differences or studies. These at times were not developed in terms of accuracy and relevance to the question which then made conclusions difficult.

As a level based question it is important to note that an A01/A02/A03 response was required which needed to demonstrate an equal emphasis between knowledge and understanding versus application, evaluation and conclusions within their answers. Those candidates who scored highly on all three skills were able to demonstrate accurate and thorough knowledge and understanding of social power theory and other theories. This knowledge was then supported through sustained application of relevant evidence from the group behaviour context. This allowed candidates to demonstrate the ability to integrate and synthesise relevant knowledge. These candidates were able to display a well developed and logical evaluation, containing logical chains of reasoning through their answer which demonstrated an awareness of competing argument. This therefore allowed for a balanced conclusion and level 4 marks.

Examiner Comment

Answer the question in this section. Write your answer in the space provided.

9   Two groups of people live on opposite sides of a small town. One group call themselves 'The Crew' and the other group call themselves 'The Squad'. They are often fighting over an area in the town that each group claims as its own territory. Each group leader arranges meetings with their members outlining plans to increase their power. The group members do not question these plans.

Evaluate how effectively social power theory can explain group behaviour.

You must refer to the context in your answer.

This would be their influencer.   (12)

In the group there is ~~probably~~ a leader. This leader would be seen as 'legitimate'. So they group members 'believe' they have the right to make demands ~~their~~ *their leader has* They may also have 'reward'

power, so they have meetings, and group members agree to do what they are told because they could be rewarded. The leader would also have 'expert' power - where the members believe the leader has sufficients skills and knowledge, that can enable them to colonise the area of the town. The leader would also have 'referent' power, where they see their leader as a role model and so want to behave like them - becoming a 'squad' like others. Group members would believe their leader also has 'coercive' and removed from the group. power, where they fear they could be punished, if they disagree with the leader's plans. The leader would also have 'informational' power - so they can control the information that the, there, may need - members. like when the opposing group is winning over any land.

The agency theory may be a more effective way of explaining obedience to their leader - he would be seen as the authority figure and cause members to be in the agentic state. The theory doesn't explain Milgram, (1963) found that 68% of people would obey an authority when ordered to. (up to 450v) However Milgram's study lacks ecological validity as setting and task was artificial.

Hofling et al. study in obedience also showed that people would obey an order without question, even if they knew it was wrong.

The social power theory can't explain why some people the states of minds of each member in the group. It doesn't explain the effects on the individual which could make them obey e.g. stress or anxiety.

This response scored Level 2 – 5 marks.

The candidate provides mostly accurate knowledge and understanding of social power theory, making reference to legitimate, reward power and others. They then go onto apply this knowledge to the context with some success, this could have been more explicit in their application. The latter half attempts to evaluate, producing statement with some development in the form of mostly accurate and relevant factual material with a superficial conclusion being made towards the end.