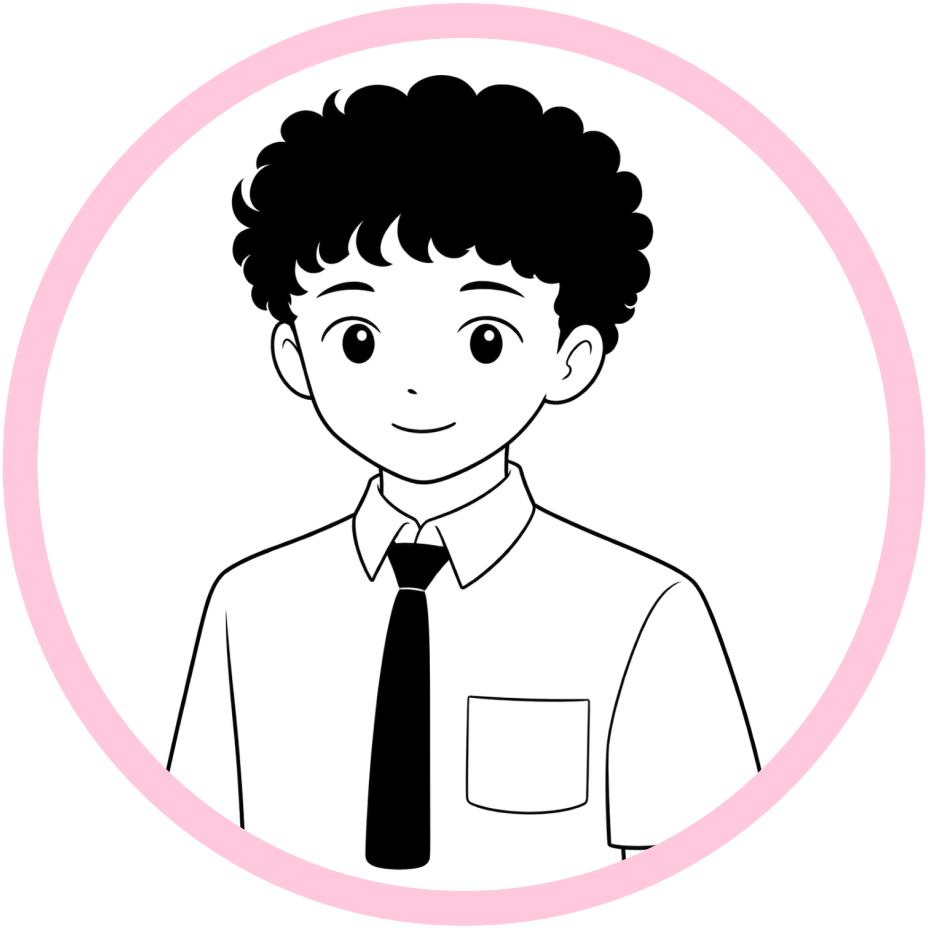
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.1.1 OBEDIENCE

SCORE	PERCENTAGE
/145	%

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Q1.

[AO1 = 2]

2 marks for a clear and coherent outline.

1 mark for limited / muddled outline.

Possible content:

- when a person acts on behalf of an authority figure / person of higher status
- the actor feels no personal responsibility / does not feel guilty for their actions
- the opposite of an autonomous state in which people act according to their own principles

Points above may be presented in the context of an example / study.

[2]

Q2.

[AO1 = 1]

1 mark – D

Q3.

[AO1 = 6 AO3 = 6]

Level	Marks	Description
4	10 – 12	Knowledge of the research into the effect of situational variables is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7 – 9	Knowledge of the research into the effect of situational variables is evident, but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Limited knowledge of the research into the effect of situational variables 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 knowledge of the research into the effect of situational variables at level 4 can be awarded 6 marks.
1	1 – 3	Knowledge of the research into the effect of situational variables is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity,

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		has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible Content:

Knowledge of procedure and/or findings of research into the effects of:

- Proximity – Milgram – teacher and the learner were in the same room, obedience decreased; touch proximity condition; experimenter leaves the room, obedience decreased
- Location – Milgram – run-down office block vs Yale; Hofling hospital location
- Uniform – Bickman – more likely to obey a man dressed as a guard. In Milgram's experiment the experimenter wore a grey lab coat.

Possible discussion points about what the research tells us about why people obey:

- Analysis of the effects of variations
- Discussion of reasons why rate of obedience changes (agentic/autonomous state; legitimacy of authority; personality/dispositional factors)
- Methodological evaluation of research when used to analyse the variables eg demand characteristics, external validity may be more a feature of some variations than others
- Use of systematic procedures to ensure that cause and effect could be established. This enables conclusions to be drawn
- Use of evidence/real-life examples to support or contradict the research into the effect of variables eg Mandel (1998) – mass killing of Jews was undertaken in close proximity of the victims without protest; Slater's (2006) study in a virtual environment included a condition where the participant had to shock the leaner via text from a mobile phone.

Credit other relevant limitations.

Q4.

[AO1 = 3 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

Q5.

[AO1 = 3]

3 marks for clear, coherent alternative explanation with some detail.

2 marks for alternative explanation outlined with some elaboration.

1 mark for a very brief or muddled outline.

Possible explanations:

- legitimacy of authority: of context/setting; genuineness/status of authority figure
- agentic shift/state: person ‘unthinkingly’ carries out orders; diffusion of responsibility
- accept situational factors/variables that affect obedience if these are presented as explanations eg proximity; location; uniform.
- accept other possible explanations, eg ‘foot in the door’/gradual commitment; presence of ‘buffers’; locus of control

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Note that explanations may well overlap.

No credit for simple identification of an alternative explanation.

Q6.

[AO1 = 2 AO3 = 2]

Level	Marks	Description
2	3 – 4	Outline of the authoritarian personality as an explanation of obedience to authority is clear and has some detail. Some evaluation relevant to obedience is clear. The answer is generally coherent with effective use of terminology.
1	1 – 2	Outline of the authoritarian personality lacks clarity and / or detail and / or link to obedience. Evaluation is limited. The answer as a whole is not clearly expressed. Terminology is either absent or inappropriately used. **Either** outline **or** evaluation is done well.
	0	No relevant content.

Outline – possible content:

- a collection of traits / dispositions developed from strict / rigid parenting, eg conformist / conventional / dogmatic
- obedient / servile towards people of perceived higher status.

Credit other traits relevant to obedience.

Evaluation – possible content:

- situational factors, eg proximity (Milgram), may have greater influence on obedience levels
- difficult establishing cause / effect between authoritarianism / parenting style and obedience
- explanation cannot easily account for obedience of entire social groups / societies
- evaluation of F-scale where used to evaluate the explanation.

Credit other relevant evaluation points.

Q7.

[AO1 = 1]

C

Q8.

[AO3 = 1]

1 mark for a brief relevant limitation.

Possible limitations:

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- contradicted by Milgram's situational evidence
- measurement by F scale which has questionable validity
- based on limited sample

Credit other relevant limitations.

Q9.

(a) **[AO1 = 6]**

Level	Marks	Description
3	5 – 6	Knowledge of two explanations of obedience is clear and accurate. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	Some knowledge of two explanations of obedience but there may be some detail missing/lack of clarity. There is some appropriate use of specialist terminology.
1	1 – 2	Some knowledge of an explanation of obedience is evident but lacks clarity/detail/links to obedience. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible explanations:

- Authoritarian personality: a collection of traits/dispositions developed from strict/rigid parenting; examples of traits – conformist /conventional/dogmatic; obedient/servile towards people of perceived higher status.
- Legitimacy of authority: of context/setting; genuineness/status of authority figure.
- Agentic shift/state: person 'unthinkingly' carries out orders; diffusion of responsibility.
- Accept other possible explanations: e.g. 'foot in the door'/gradual commitment; credit situational 'factors' that affect obedience if these are presented as explanations.
- Accept details of Milgram's original study/variation/other obedience research as elaboration/illustration of the explanation.

(b) **[AO3 = 3]**

3 marks for brief evaluation of one of the explanations presented in 01. Full marks may be awarded for a single point fully elaborated or for a number of points briefly stated. Content will depend on the explanation chosen.

Possible explanations:

- Use of evidence/analysis of evidence to illustrate the validity of the explanation.
- Methodological evaluation of evidence (if used as commentary to assess the strength, or otherwise, of the explanation).
- Strengths and/or limitations of the explanation.
- Comparison with alternatives.

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Q10.

[AO1 = 2]

A and E

Q11.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. One explanation at Level 4
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. One explanation at Level 3
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for description / elaboration of at least two explanations of defiance of authority. Likely explanations: the influence of disobedient role models / presence of social support; internal locus of control - being in an autonomous state; past experience. Also credit the inverse of factors / explanations usually used to explain obedience to authority, eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting; (lack of) authoritarian personality. Credit description of relevant evidence up to two marks.
Likely studies include Milgram 1963, 1974, Bickman 1974, Hofling 1966, Feldman

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and Schelbe 1972, Gamson 1982, Hamilton 1978, Rochat and Modigliani 1995.

AO3

Marks for discussion of at least two explanations of defiance of obedience. Use of evidence to support / illustrate the influence of the explanations chosen, eg specific studies of defiance and / or variations of Milgram's basic experiment that demonstrated increased defiance. Discussion of the wider implications of the explanations, eg in real-life situations of defiance. Credit any other social psychological concepts that are appropriately applied to defiance of authority. Comparison of relative power of explanations. Only credit evaluation of the methodology used in studies when made relevant to discussion of the explanations eg use of specific studies.

Q12.

AO3 = 6

Students may refer to one methodological and one ethical issue, or two ethical or two methodological issues.

There are a range of ethical issues that can be considered during the experiment.

- Protection from harm – participants were clearly distressed.
- While participants were in fact given the right to withdraw initially it was made very difficult for them to do so during the experiment. Students can only gain credit for right to withdraw if this is explained.
- Deception – participants were deceived at several stages of the study
- Informed consent – because of deception, participants were unable to give their full informed consent.
- Socially sensitive research eg the obedience alibi and the ‘Germans are different’ hypothesis are also creditworthy.

One mark for identification of the issue and a further 2 marks for elaboration.

The methodological issues can relate to the fact that this was an experiment, so it could be said to lack external validity as well as internal validity. In Milgram’s early versions he only used male participants, thus population validity is an issue. Any relevant methodological issue can be credited.

One mark for identification of the issue and a further 2 marks for elaboration.

Q13.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO2 = 4

There are various reasons why people obey:

- Legitimate authority
- Power of uniform
- Any other psychological explanation, if it is relevant to the scenario, is creditworthy.

On a train, it is likely that the ticket collector is seen as having legitimate authority and so will be obeyed, however another passenger does not have such authority and so is unlikely to be obeyed.

For full marks there must be explicit engagement with the stem.

AO2 Mark bands
4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of why people are more likely to obey a ticket collector than another passenger.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge why people obey on a train / ticket collector.
2 marks Basic analysis of unfamiliar situation Basic explanation of why people obey.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of why people obey, demonstrating very limited knowledge.
0 marks No creditworthy material.

Q14.

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **[AO1 = 2, AO2 = 2]**

AO1

Award up to two marks for an outline of the Authoritarian Personality as an explanation for obedience to authority.

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Likely points: a collection of traits / dispositions; developed from strict / rigid parenting; conformist / conventional / dogmatic; obedient / servile towards people perceived as having higher status / harsh towards people perceived as having lower status; reference to F-scale as a way of measuring personality type.
One mark only for a list of traits.
Accept other valid answers.
0 marks for simply saying 'obedience is more likely'.

AO2

Award up to two marks for discussion which may be for two brief points or a single point that is elaborated.
Likely points: measurement of authoritarianism relies on self-report (F-scale) data which may be unreliable; contrast with situational factors (Milgram) eg proximity of authority figure, may have greater influence on obedience levels; difficulty in establishing cause and effect between authoritarianism / parenting style and obedience; explanation cannot easily account for obedience of entire social groups / societies.
Credit use of evidence as part of the discussion.

(b) **[AO1 = 2]**

Award up to two marks for an outline of one psychological explanation for defiance. Award one mark for identification / brief outline of a relevant explanation and one mark for elaboration / expansion which could be through an example.
Likely explanations: the influence of disobedient role models / social support; being in an autonomous state; past experience; opportunity to question the motives of the authority figure; personal conviction.
Also credit the inverse of factors / explanations usually used to explain obedience to authority eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting.
Credit descriptions of evidence used as elaboration / expansion eg detail of Milgram`s variations that led to an increase in defiance.

Do not credit reference to increase in defiance / decrease in obedience alone.

Q15.

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AO3 = 4

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The data suggest that the confederates have a considerable influence on whether or not the participant obeys; candidates could consider the implications of the difference between 92.5% and 10%. They might consider whether the confederates are acting as role models, informing the participant how to behave. Credit could also include comparison of power of confederates with power of having the experimenter in the same room.

The question is not just asking candidates to describe the data in the table, but to consider the effect that the confederates have, to access the top bands answers need to be shaped to fit the question.

AO3 Interpretation of data
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of what the data suggest about obedience. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
1 mark Very brief/flawed or inappropriate Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Q16.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **[AO3 = 3]**

One mark for identifying independent measures / groups / samples / unrelated design.

Up to 2 marks for an explanation of any relevant advantage of using this design in this study.
1 mark for an advantage, 1 mark for application to the study.

Possible answer:
As participants will either be approached by a confederate wearing uniform or a confederate in everyday clothing / as participants only take part in one condition (1), they are unlikely to guess the aim of the study / there are no

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order effects (1).

One mark can be awarded for an advantage that corresponds to an incorrectly identified design.

(b) **[AO3 = 2]**

Independent variable: whether the researcher was dressed in everyday clothing or a uniform / type of clothing.

Dependent variable: whether participants pick up litter / obey (or not) / the number of people who picked up a piece of litter.

No credit for “obedience” or “level of obedience” or “amount of obedience”.

- Award both marks for correct IV and DV that are not labelled but are in the order of the question.
- Award 1 mark for correct IV and DV that are not labelled and are not in the order of the question ie DV then IV.
- No credit for either IV or DV **alone** (if not labelled).

(c) **[AO1 = 1, AO2 = 2]**

AO1

1 mark for knowledge of likely outcome:
More people will pick up litter in Condition B than in Condition A / fewer people will pick up litter in Condition A than in Condition B.

AO2

2 marks for an explanation of the results based on application of obedience research to the scenario.

Possible answer: the confederate’s uniform (1), increased the legitimacy / authority / status of the demands or order given (1) or similar. Credit use of evidence as part of the explanation eg Bickman, Milgram.

(d) **[AO2 = 1, AO3 = 1]**

AO2

1 mark for plausible application of the issue to the study.

AO3

1 mark for knowledge / identification of a relevant ethical issue. Likely issues: (lack of) consent, opportunity to withdraw, deception, treating people with respect, protection from harm, confidentiality, debriefing.

Possible answer: An ethical issue in the study is lack of consent (1) because the researcher did not ask the participants if they wanted to be in the study (1).

Q17.

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- AO3 evaluation, analysis, interpretation.

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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 6

There are several explanations why people obey, such as:

- legitimate authority
- gradual commitment
- agentic shift
- lack of personal responsibility
- situational factors, eg role of buffers
- personality factors, eg authoritarian personality.

Students may offer one explanation in detail or more than one but in less detail. There is a breadth-depth trade-off here.

Merely identifying reasons without any explanation, maximum 2 marks.

6 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people obey. There is appropriate selection of material to address the question.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding of why people obey. There is some evidence of selection of material to address the question.
3 – 2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding of why people obey, but lacks detail and may be muddled.
1 mark Very brief / flawed or inappropriate The student provides a explanation, which is very brief or flawed and demonstrates very limited knowledge of why people obey.
0 marks No creditworthy material.

Q18.

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AO3 = 4

For each issue, 1 mark for identification of issue and a further mark for elaboration. For example, one issue is deception (1 mark); Milgram deceived participants into believing that they had an equal chance of being the teacher or learner, when in fact it was rigged (further mark for elaboration).

Right to withdraw is only an ethical issue in terms of it being made difficult to withdraw. Milgram did in fact give his participants the right to withdraw at the very start of the experiment; however he then made it very difficult for them to do so. Simply stating 'there was no right to withdraw' will not gain credit.

Explanation doesn't have to explicitly refer to Milgram's research.

Q19.

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- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

[AO1 = 2, AO2 = 4]

AO1

Award 2 marks for an outline / identification of two factors, 1 mark per factor. Likely factors include:legitimacy of the system / location, legitimacy of the authority figure / uniform, proximity of the victim, proximity of the authority figure, personality type (authoritarian), social support, culture.
Accept other valid answers.
0 marks for 'proximity' without elaboration.

AO2

Award 4 marks for a brief discussion of how / why the chosen factor(s) affect obedience to authority. Maximum of 2 marks per factor.
Content will depend on which factor(s) are described. Credit use of evidence / real life examples to support the discussion of the factor(s).
Possible answer: if the authority figure wears a uniform (1) this increases obedience (1) as the authority figure looks more legitimate (1).

Q20.

AO1 = 4

There are several reasons why people obey:

- Presence of legitimate authority
- Authority takes responsibility for consequences
- Gradual commitment
- Personality factors (eg authoritarian personality)

- Being in the agentic state
- Situational factors (eg role of buffers).

For each explanation, 1 mark for a basic answer and a further mark for elaboration. For example, one reason people obey is due to gradual commitment (1 mark). This is where you are told to do something small and gradually the orders become more extreme but by then you can't say no (further mark for elaboration).

Q21.

AO3 = 2 + 2

An advantage of research outside of laboratory settings is that it may be high in ecological validity, this means that the results can be generalised beyond the research setting.

A limitation of research outside of the laboratory settings is that there is a lack of control, other factors may have influenced the outcome.

Usually 1 mark for identification of the advantage / limitation and a further mark for elaboration. Examiners should be aware that sometimes a very concise answer can gain both marks.

Q22.

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- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO3 = 4**

For each issue, 1 mark for identification of issue and a further mark for elaboration. For example, one issue is deception; Milgram deceived participants into believing that they had an equal chance of being the teacher or learner, when in fact it was rigged.

The ethical issue could be for either the participant or the experimenter.

(b) **AO3 = 2**

1 mark for identification of a way of dealing with the issue and a further mark for elaboration.
For example, deception could be dealt with by debriefing the participant. It would have to be explained why it was necessary to deceive them and answer any questions that they might have wanted to ask, as well as reassuring them.

If the answer could apply to either ethical issue it is credit-worthy. The candidate doesn't need to specify which ethical issue they have chosen to deal with.

Q23.

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- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 6

AO2 = 6

There are several reasons why people obey. Research has suggested that we obey those with legitimate authority; we accept that they have the right to tell us what to do. The process of gradual commitment also causes people to obey, by the time they realise just what they are doing, it is almost too late to stop. Milgram proposed the agency theory to explain why we obey, in an agentic state we are much more likely to obey than if we are in an autonomous state. If people do not have to acknowledge the outcome of their actions they are more likely to obey.

Candidates could offer several explanations in less detail or one or two explanations but in much more detail.

The evaluation could consider how effective these explanations are, whether there is any empirical support, what conditions are necessary for the obedience to occur and what helps people to resist obedience.

Descriptions of Milgram's research can be credited depending on how it is *used*. For example, using his research to illustrate the effect of buffers or of gradual commitment.

AO1 **Knowledgeand understanding**	**AO2** **Application of knowledge and understanding**
6 marks Accurate andreasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people obey. There is appropriate selection of material to address the question.	**6 marks Effective evaluation** Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.
5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.	**5 – 4 marks Reasonable evaluation** Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.

3 – 2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.	**3 – 2 marks Basic evaluation** The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.
1 mark Very brief / flawed or inappropriate Very brief or flawed explanation demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.	**1 mark Rudimentary evaluation** The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.
0 marks No creditworthy material.	**0 marks** No creditworthy material.

Q24.

AO1 = 4 (2+2)

1 mark for identification and a further mark for elaboration (× 2).
There are several reasons why people obey:

- Agentic state – the individual sees himself or herself as the agent carrying out the order.
- Gradual commitment – having agreed to do something, it is difficult to then change your mind. This is similar to the “foot-in-the-door” technique.
- Legitimate authority – whereby the person giving the order is seen to have the right to do so.
- Presence of buffers – a buffer is anything that prevents the person from having to acknowledge the consequences of their actions.

For example, people obey when they are in the agentic state (1 mark). This means that they see themselves as an agent who is obliged to carry out the orders of someone else, rather than being autonomous (elaboration for a further mark).

Q25.

AO3 = 2

There are several ways in which Milgram’s work has been criticised as being unethical:

- Deception – participants were deceived in many ways, the initial advert, the selection of teacher and learner, the fake shocks etc.
- Lack of informed consent – because they were deceived participants could not give their full informed consent.
- Harm – some participants suffered extreme stress reactions, as well as

embarrassment and the feelings of being used.

For example, one aspect of Milgram's work that was unethical was the fact that some participants were harmed (1 mark). Some were seen to sweat; tremble and shake with the stress in fact some even had seizures (a further mark for elaboration). Candidates do not have to name the issue itself, but should receive credit if they do.

Q26.

AO3 = 4 (2+2)

Strengths of Milgram's Methodology:

- Can easily be replicated, therefore reliability can be assessed.
- It is easier to control the variables, so that it is only the independent variable that is being manipulated.
- Can determine whether the IV does cause the DV to change, causal conclusions can be drawn.

Limitations of Milgram's methodology:

- As the situation is often artificial, there is a loss of external validity.
- Demand characteristics may cause participants to behave in ways that are not normal.
- Investigator effects can also cause participants to behave differently.

For example, a strength is that in a laboratory experiment it is easier to control all the variables
(1 mark). This means that you can see whether the independent variable is the one affecting the dependent variable and not some other variable (elaboration for a further mark).

Q27.

AO2 = 4

Reasons why people are less likely to obey might include:

- Not accepting that the person giving the order has legitimate authority
- Questioning the motives of the person giving the order.

Any other reason for resisting obedience which has been made relevant to the stem. Candidates could consider one reason in detail or more than one but in less detail. One mark for identifying the reason(s) and further marks for elaboration.

Q1.

A straightforward question with many students earning maximum marks. Those that did not tended to forget the importance of an ‘ authority figure’ in the agentic state, while referring accurately to the loss of personal responsibility.

Q2.

Most students were able to correctly answer these questions, with 91% and 87% getting the marks respectively

Q3.

Just like the Asch question in 2016, this was a question where students needed to select the relevant aspects of research. Students often wrote detailed and unnecessarily lengthy descriptions of Milgram’s original study, before getting round to outlining the relevant variations thereby answering the question. Students’ knowledge of research into proximity, location and uniform was often good, however relatively few students addressed the second part of the question, i.e. “what this tells us about why people obey”. Students need to read each question carefully and make sure they deal with all aspects of it to access Level 3 or Level 4.

Better answers made use of other studies to support or challenge Milgram’s findings. Good use was made of Hofling’s study to challenge Milgram’s findings relating to proximity. Bickman’s findings regarding the power of uniform were also used effectively.

While elements of Zimbardo’s prison simulation could have been made relevant to this question, such material was often used ineffectively.

Students should also be aware that the terms “obedience” and “conformity” are not interchangeable, and that they mean very different things.

Q4.

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.

Q5.

This was done reasonably well, with the agentic state being the most popular alternative. Some answers failed to include sufficient detail for full credit, but others covered the autonomous state and legitimate authority impressively. Reference to locus of control was creditworthy, but a number of answers reflected confusion over internal and external versus ‘high’ and ‘low’, and which would be more or less obedient.

Q11.

This was probably the most poorly answered essay on the paper. Often the focus was entirely on obedience rather than defiance, so marks could only be gained for the description of studies, hence the lowest mark band was applied. Aspects of explanations of obedience could have been shaped to provide explanations for defiance but this was often overlooked by students. Some students were able to list two or three explanations and link these to variations of Milgram's research. However, within these answers, explanations of defiance were usually only touched upon rather than unpacked. Any reference to Milgram variations and studies of defiance, tended to be descriptive in nature. It was rare that students were able to provide convincing commentary related to why defiance would occur in these situations, or how evidence presented supported the explanations chosen. Many answers advanced four or five suggestions when it may have been better to deal with two or three in appropriate detail alongside supporting evidence and discussion.

Q12.

Students were very well prepared for this question, with some excellent answers demonstrating good understanding of a range of criticisms. However, the pitfall here seemed to be for those who felt compelled to explain how Milgram overcame the criticism, or to justify why, for example, he had to deceive his participants. Often students could identify the criticism, but could not explain why it was a criticism; they were more successful with methodological criticisms than with ethical ones.

Q13.

This is a question which requires students to apply their knowledge to an unfamiliar situation. It is not simply asking them to describe reasons why people obey; for top mark bands there must be explicit engagement with the scenario. Some students simply explained obedience without any attempt to engage; others provided lengthy descriptions of studies such as Bickman's, without any attempt to use it effectively. Better answers focused on the legitimate authority of the ticket collector, his uniform, his power and the fact that there could be consequences if he is not obeyed (being thrown off the train).

Q14.

(a) This was poorly answered, with many students demonstrating that they had little or no understanding of the Authoritarian Personality as applied to obedience, despite its inclusion in the specification. Most answers involved repetition of the idea of obedience and talked generally about factors that might precipitate obedience such as 'high status', without any reference to the dispositional explanation. Those answers that did offer accurate content tended to be overly descriptive in nature. Many answers missed, or misinterpreted, the command to 'briefly discuss' the Authoritarian Personality, such that accurate descriptive detail was rarely supported by analytic content.

(b) Most answers identified an explanation, such as 'social support', but few developed the answer with, for example, some research evidence or an example to illustrate the explanation. Many students assumed that simply stating that their chosen factor / explanation would make someone 'less likely to obey' was sufficient elaboration. However, this was already implied by the question`s focus on *defiance.*

Q15.

Better students were able to extract the relevant information from the table and use it effectively. They considered the baseline of 65% (no confederates) and then compared it

to the other two conditions, 92.5% and 10%, which showed the power of confederates. They were also able to comment that in fact the disobedient confederates seemed to have more power than the obedient ones, perhaps by providing role models or allies.

Since this question only asked about the confederates, reference to the third condition (experimenter in different room) was not credit-worthy. This illustrates the need for students to read the question carefully and select and shape their answer accordingly.

A significant number of students confused conformity and obedience and used these terms interchangeably. They seemed to forget that this data referred to Milgram's experiment into obedience and seemed to think that the confederates were a majority.

Q16.

(a) The majority of students were able to successfully identify 'independent measures' as the experimental design, although many confused 'design' with 'type of experiment', usually 'field', and failed to access any marks. 'Repeated measures' was also often stated though in these cases, students were at least able to access one mark if the advantage corresponded with the design they had given. Many students failed to make an appropriate link to the study described in their answer. However, some managed this by virtue of the fact that they went on to define 'independent measures' as 'participants only take part in one condition', thus the application in their answer was implied.

(b) This question was generally well answered with the Independent Variable (IV) and the Dependent Variable (DV) appropriately operationalized. Unfortunately, several students got these the wrong way round. Students should be reminded that it is best to state variables in an 'operational' form eg the DV could be given as 'number of people who picked up litter' but 'obedience' or 'level of obedience' would not gain credit.

(c) This question was generally very well answered with many students referring to the idea that a 'uniform' gives 'legitimacy to the authority figure / the orders', alongside an accurate likely outcome. However, some students did not state the likely outcome in terms of groups A or B in their answer. Other students offered only the outcome and so failed to access additional marks for 'explanation'. Some simply cited relevant evidence (usually Milgram or Bickman) without developing these into a coherent argument.

(d) The vast majority of students gained both marks for this question. Of those that did not, 'psychological harm' proved to be a less suitable choice of issue as it was difficult to link to the information available in the stem. Some students correctly identified '(lack of) consent' as an issue but then did little more than re-state the same phrase as part of their 'link' to the study / experiment described.

Q17.

Apart from those students who confused obedience with conformity, most answers were well informed. Many students made good use of Milgram's research to expand and elaborate their reason, such as presence of legitimate authority, role of buffers and gradual commitment.

Q18.

This was also answered very well, with the most common ethical issues being lack of informed consent, deception and lack of protection from harm.

It is worth noting that in fact Milgram *did* inform all his participants of their right to withdraw at the very start of the study. However, he then made it difficult for participants to leave. If students chose to use right to withdraw as their ethical issue, they did need to show awareness of how it applied to Milgram.

Q19.

Many students gained five or all six of the available marks for this question. The vast majority were able to identify factors in obedience, the most popular being 'proximity of the authority figure', or those built around the concept of legitimacy such as 'context / location' and 'uniform'. Most could explain the effect of each factor on obedience also. Detail of Milgram's variations were typically used to support discussion, as were alternative studies eg Bickman. Those students who lost marks tended to offer vague examples, explanations or inaccurately used variations.

Q20.

This question was also answered very well by the majority of candidates, with a range of answers including legitimate authority, gradual commitment, agentic state etc. Unfortunately, there was a notable minority who confused conformity with obedience.

Q21.

On the whole, most candidates achieved full marks on this question. A few candidates lost marks by misreading it, ie giving an advantage where the disadvantage was required and vice versa. Teachers should emphasise the need to read the question carefully before attempting to answer it.

Q22.

(a) Generally very well answered, although some candidates did not fully understand that in fact Milgram **did** give his participants the right to withdraw at the very start of the experiment. However, he made it extremely difficult for them to do so throughout the study.

(b) Most candidates could offer a way to resolve the ethical issues eg debriefing and some could then go on to elaborate this by saying how it would be done. Some candidates just repeated themselves rather than explain how to resolve the ethical issue.

Q23.

It seems as if the word "obey" triggers a Pavlovian response in candidates to detail the entirety of Milgram's research in minute detail. Some of these detailed descriptions went on for over a page and a half, without any attempt to answer the question. These candidates often followed their lengthy descriptions with evaluation in terms of ethics and validity. The question was explicit in what was required from the candidate but many paid no heed whatsoever and consequently gained no marks. On the other hand, those candidates who read the question carefully and understood that it was about explanations of why people obey were able to use their knowledge of Milgram very effectively. For example, they were able to use his experiments to illustrate gradual commitment, the role of buffers, the role of legitimate authority, etc.

Perhaps the responses to this question reflect the need for some candidates to spend more time on exam skills, such as the importance of reading a question carefully and structuring their answers to meet the requirements of the specific question.

Q24.

This question produced some very good answers, with the majority of candidates getting full marks; the most common answers were legitimate authority and elaborated through a consideration of a variation of Milgram's research. The second most common answer was the a gentic shift where the elaboration came through reference to Milgram's original research.

Q25.

Some candidates did not always name the ethical issue, they were still able to gain full marks by showing a good awareness of why it was an ethical issue and the contributing factors.

Q26.

This question was more difficult because they did not read the question carefully. Those candidates who did appreciate that this was a methodology question found the limitations easier than the strengths. Limitations such as the lack of external validity, population validity and demand characteristics were used effectively. Some candidates were able to comment on the strength of a laboratory experiment is the degree of control over the variables and the ability to replicate the study allows reliability to be checked.

Q27.

Once again, candidates who engaged with the scenario did very well on this question, while those who merely wrote what they knew about resistance to obedience did not. Similarly, some candidates were so involved in explaining why we would obey her in a hospital; they forgot to then go on to explain why we would not obey her outside. This is a good example of advising candidates to spend a little time reading the scenario and then selecting the relevant information with which to answer the question.