



Mark Scheme (Results)

January 2013

GCE Psychology (6PS01) Paper 01  
Social and Cognitive Psychology

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## General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit. Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie. There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [ ] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

### Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

## Unit 1: Social and Cognitive Psychology

### Section A

Question Number	Question	
1	Age, sex and intelligence are all examples of	
	Answer	Mark
	<p><b>A</b> situational variables</p> <p><b>B</b> matched pairs</p> <p><b>C participant variables</b></p> <p><b>D</b> demand characteristics</p>	<b>(1 AO3)</b>

Question Number	Question	
2	The study by Godden and Baddeley (1975) used which type of design?	
	Answer	Mark
	<p><b>A</b> Matched pairs</p> <p><b>B Repeated measures</b></p> <p><b>C</b> Independent groups</p> <p><b>D</b> Correlation</p>	<b>(1 AO1)</b>

Question Number	Question	
3	Which of the following is a strength of random sampling?	
	Answer	Mark
	<p><b>A</b> It is a quick convenient and economical form of sampling.</p> <p><b>B</b> The researcher may be biased by choosing helpful participants.</p> <p><b>C It provides the best chance of an unbiased representative sample.</b></p> <p><b>D</b> It minimises order effects making the study reliable.</p>	<b>(1 AO3)</b>

Question Number	Question	
<b>4</b>	A disadvantage of quantitative data is that it	
	Answer	Mark
	<p><b>A</b> gives data that can be tested to see if the results are due to chance</p> <p><b>B might produce narrow and unrealistic information</b></p> <p><b>C</b> is hard to replicate due to lack of control</p> <p><b>D</b> produces rich, detailed information</p>	<b>(1 AO3)</b>

Question Number	Question	
<b>5</b>	What is the purpose of a null hypothesis?	
	Answer	Mark
	<p><b>A</b> To make an experiment more reliable and valid.</p> <p><b>B</b> To ensure each participant has an equal chance of taking part.</p> <p><b>C</b> To prevent any confounding variables from affecting the results.</p> <p><b>D To see if any difference or relationship is due to chance.</b></p>	<b>(1 AO3)</b>

Question Number	Question	
<b>6</b>	Getting stored information out of memory is also known as	
	Answer	Mark
	<p><b>A</b> forgetting</p> <p><b>B</b> storage</p> <p><b>C</b> problem solving</p> <p><b>D retrieval</b></p>	<b>(1 AO1)</b>

Question Number	Question	
<b>7</b>	Which of the following is a weakness of natural experiments?	
	Answer	Mark
	<p><b>A</b> They have high ecological validity as they are carried out in a natural environment.</p> <p><b>B They may be difficult to replicate as the independent variable is not manipulated.</b></p> <p><b>C</b> They are likely to suffer from order effects as they are in a natural environment.</p> <p><b>D</b> There is no dependent variable, which makes them less valid.</p>	<b>(1 AO3)</b>

Question Number	Question	
<b>8</b>	Julie is telling her class that society needs to follow orders from authority figures to prevent chaos.	
	Which theory from social psychology is Julie talking about?	
	Answer	Mark
	<p><b>A</b> Social identity</p> <p><b>B Agency</b></p> <p><b>C</b> Charismatic leadership</p> <p><b>D</b> Realistic conflict</p>	<b>(1 AO1)</b>

Question Number	Question	
	For questions 9 and 10 choose TWO answers from A, B, C, D and E.	
<b>9</b>	Which <b>two</b> of the following are the best examples of shallow processing?	
	Answer	Mark
	<p><b>A Ian is checking his essay for spelling mistakes during his lunch break.</b></p> <p><b>B</b> Ismail is summarising his speech before he leads Friday prayer.</p> <p><b>C Karen is sitting in her car listening to music on the radio</b></p> <p><b>D</b> Peta is making some revision notes before taking her driving theory test.</p> <p><b>E</b> Kevin is explaining what he did on holiday on his online blog.</p>	<b>(2 AO1)</b>

Question Number	Question	
<b>10</b>	Which <b>two</b> of the following statements are true about Milgram's (1963) study of obedience?	
	Answer	Mark
	<p><b>A The task required the participant to read out word pairs.</b></p> <p><b>B</b> Milgram himself was the actual experimenter in the original study.</p> <p><b>C</b> The participants were all Milgram's friends and family.</p> <p><b>D</b> The participant was told to move up two switches at a time for each wrong answer.</p> <p><b>E 26 out 40 participants continued to the maximum voltage.</b></p>	<b>(2 AO1)</b>

## Section B

Question Number	Question	
<b>11 (a)</b>	<p>Many parents complain that their children watch too much TV. Imagine that you have been asked to carry out a survey to see whether teenagers or their parents watch more hours of TV.</p> <p>Write a directional (one tailed) alternative hypothesis for your survey.</p>	
	Answer	Mark
	<p><b>No credit for null and non directional (two tailed) hypothesis</b></p> <p><b>Example of a one mark answer</b> Teenagers will watch more TV/eq;</p> <p><b>Example of a two mark answer</b> Teenagers will watch more hours of TV than their parents (or vice – versa)/eq;</p> <p><b>0 marks</b> Either no mention of an (one tailed) directional hypothesis or a very unclear prediction</p> <p><b>1 mark</b> A <b>basic and appropriate</b> directional (one tailed) hypothesis with little elaboration. Weak IV or DV mentioned.</p> <p><b>2 marks</b> A <b>clear and appropriate</b> directional (one tailed) hypothesis with good elaboration/operationalisation. Both IV and DV are present and appropriate to hypothesis.</p>	<b>(2 AO3)</b>

Question Number	General Instructions
<b>11(b)-12</b>	<b>Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.</b>

Question Number	Question	
<b>11 (b) (i)</b>	Which participant design would be used in your survey?	
	Answer	Mark
	<p>Reject methods or 'different participants'.</p> <p>If more than one answer given accept the first one.</p> <ul style="list-style-type: none"> <li>• Independent groups</li> <li>• Independent measures</li> <li>• Unrelated design</li> <li>• Independent [single word only]</li> <li>• Between groups design</li> <li>• Unrelated [single word only]</li> <li>• Matched pairs</li> <li>• Matched</li> </ul>	<b>(1 AO3)</b>

	<b>Look for other reasonable marking points</b>	
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Question Number	Question	
<b>11 (b)(ii)</b>	Explain why the design you used in (b)(i) is appropriate for your survey.	
	Answer	Mark
	<p>2 marks for a complete answer, 1 mark for a partial answer.</p> <p><b>Refer to levels at the end of the question</b></p> <p>T.E. – if (b)(i) is blank but (b)(ii) gives a correct explanation for the appropriateness of independent measures / matched pairs then full marks can be obtained.</p> <p>If (b)(i) is incorrect and (b)(ii) clearly talks about independent measures / matched pairs, no credit.</p> <p>If (b)(i) is incorrect but (b)(ii) correctly explains (b)(i) then (b)(ii) can gain credit up to 1 mark as long as (b)(i) is a design. If (bi) is not a design then (bii) = 0 marks.</p> <p><b>0 marks</b> No rewardable material (incorrect design / method)  <b>1 mark</b> A <b>basic</b> explanation with a brief outline addressing 1-2 of the points above.  <b>2 marks.</b> A <b>clear</b> explanation and candidate has also included some appropriate elaboration addressing points above</p> <p><b>Examples of level 1 points:</b>  Need two groups to compare the results  Repeated measures would not be suitable as you cannot be both a parent and their teenager simultaneously  There is no other way to see if two different groups have two different behaviours</p> <p><b>Examples of level 2 points:</b>  A comparison group is required to see if the IV (parent or teenager) has an effect on the DV (amount of TV watched). One person cannot be in both groups at the same time (both teenager and their parent))  (Level 2)</p> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO3)</b>

Question Number	Question	
<b>11 (c)</b>	With reference to your survey into television viewing hours, explain <b>two</b> ethical guidelines that you would need to consider.	
	Answer	Mark
	<p>Points made must be consistent with the survey</p> <p><b>Note - If they do not reference the study at least once, max 1</b></p> <p>All ethical guidelines are applicable here. If more than two are given mark all and credit the best.</p> <p><b>1 ID in total for both guidelines + 3 for explanation</b></p> <p>Right to withdraw; The parents / teenagers had to know that they could pull out from the survey at any time and withdraw the data they had given/eq; <b>(1<sup>st</sup> mark)</b> And reassured that any data would be destroyed if necessary <b>(2nd mark)</b></p> <p>Debriefing; The parents / teenagers should be told all about the purpose of the survey on TV viewing so they know what they have participated in/eq; <b>(1<sup>st</sup> mark)</b> When telling the participants about the research it's important that parents and teenagers are not debriefed together as it may cause potential embarrassment/eq; <b>(2nd mark)</b></p> <p>Informed consent; The parents / teenagers must give their permission to take part in the survey after they are told what is involved/eq; <b>(1<sup>st</sup> mark)</b> This is to ensure they are fully aware and understand what will happen/eq; <b>(2nd mark)</b></p> <p>Confidentiality; The results and personal details of the parents / teenagers should not in any way be made public to anyone without their permission/eq; <b>(1<sup>st</sup> mark)</b> As people have a right for such information to remain private/eq; <b>(2nd mark)</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 A03)</b>

Question Number	Question	
<b>11 (d)</b>	Explain why a survey would be the best research method to use for this particular investigation.	
	Answer	Mark
	<p><b>Must make at least one reference to this survey (parents / teenagers/ TV) to access full marks or MAX 2)</b></p> <p>Points made must be consistent with the design named in (bi)</p> <ul style="list-style-type: none"> <li>• If parents/teenagers are selected at random and a large enough sample it is possible to generalise results to a larger population/eq;</li> <li>• Closed ended questions can be used that have fixed answers, or open ended questions with no preset answers so surveys have more flexibility than other methods such as laboratory experiments/eq; <b>(2 marks)</b></li> <li>• Questionnaires completed individually in private allow parents/teenagers to be honest about answers. This in turn gives the method higher ecological validity/eq;</li> <li>• A survey would be more ethical than a laboratory experiment as participants are not being made to watch possibly unsuitable TV/eq;</li> <li>• Closed questions give quantitative data which can be analysed through graphs and charts which can be useful when summarising data/eq;</li> <li>• The survey may use standardised questions (procedure) which can then be repeated and tested for reliability/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 AO3)</b>

Question Number	Question	
12	<p>Your younger brother will be starting psychology at college soon and wants to know about the underlying concepts of the Cognitive Approach.</p> <p>Describe how the Cognitive Approach explains human behaviour.</p>	
	Answer	Mark
	<p>1 marks per point/elaboration. Real life examples should be credited if they help illustrate a point. e.g.</p> <ul style="list-style-type: none"> <li>• Cognitive psychologists compare the human brain to a computer/eq;</li> <li>• Information is taken in by the senses before being processed in the brain/eq;</li> <li>• The major influence on human behaviour and emotion is how the mind processes information/eq;</li> <li>• It is then stored and retrieved from storage during recall/eq;</li> <li>• Information comes into a computer through a keyboard or software disk. Humans receive information through their senses/eq;</li> <li>• The computer then runs programs to process the information. Humans process the information via the central nervous system and the brain/eq;</li> <li>• The computer gives out output in terms of a printout and humans give a wide variety of outputs as behaviour/eq;</li> <li>• We encode, store and retrieve information which makes up our memory/eq;</li> <li>• Theories of forgetting can tell us that we forget things due to availability / accessibility problems/eq;</li> <li>• Memory is not like a tape recorder and can be influenced by external events and internal mechanisms/eq;</li> </ul> <p><b>Max 1 OVERALL (such as pure description) of models / theories / studies etc</b> e.g.</p> <ul style="list-style-type: none"> <li>• The MSM is concerned with different types of memory stores and the role of rehearsal/eq;</li> <li>• LOP tries to explain why some things are better remembered than others/eq;</li> <li>• Cue dependent theory suggests that forgetting is a result of inaccessible cues (state and context)/eq;</li> <li>• Interference would suggest that forgetting is due to new information getting in the way of old information and vice versa/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>(4 AO1)</b>

Question Number	Question	
<b>13</b>	Explain the difference between prejudice and discrimination. You must use evidence from psychological research in your answer.	
	Answer	Mark
	<p>Suitable research includes:            Sherif (1961)            Tajfel et al (1970)            Reicher and Haslam (2006)            Lalonde (1992)            Social Identity/ Realistic conflict Theory            There are others</p> <p><b>Refer to levels below</b></p> <p><b>0 marks</b> No rewardable material</p> <p><b>1 mark</b> A <b>basic</b> difference / correct understanding of each given</p> <ul style="list-style-type: none"> <li>• Prejudice means to pre-judge and discrimination means to act on the prejudice/eq; <b>one mark</b></li> <li>• Prejudice involves feelings of dislike and discrimination involves insulting those you are prejudiced against/eq; <b>one mark</b></li> </ul> <p><b>2 marks</b> A <b>clear</b> difference / definition of each given with no / incorrect reference to evidence OR a <b>basic</b> difference with correct reference to evidence</p> <ul style="list-style-type: none"> <li>• Prejudice involves feelings of dislike, hostility and fear based on stereotypes and discrimination involves actions based on these fears such as avoidance or physical attacks/eq; <b>two marks</b></li> </ul> <p><b>3 marks</b> A <b>clear</b> difference / definition of each given with appropriate reference to evidence</p> <ul style="list-style-type: none"> <li>• Prejudice is a learned attitude towards a target which can be positive or negative, when the prejudiced attitude leads to prejudiced actions this is called discrimination. For example, in the robbers cave study the eagles burned the rattlers flag/eq; <b>three marks</b></li> </ul>	<b>(3 AO1)</b>

Question Number	General Instructions
14-15	Marking points are indicative, not comprehensive and other points should be credited. In each case consider 'or words to that effect'. Each bullet point is a marking point unless otherwise stated, and each point made by the candidate must be clearly and effectively communicated.

Question Number	Question	
14	<p>Your friend is helping you revise and wants to see if you can pick out the most important points from theories you have studied.</p> <p>Your friend has asked you to explain two features from the cue dependent theory of forgetting.</p> <p>Outline <b>two</b> features of the cue dependent theory of forgetting that you think are important.</p>	
	Answer	Mark
	<p>2 marks for each feature (any concept within the theory) If more than two given mark all and credit the best two</p> <p><b>NOTE</b> Repetition of a feature using similar wording is not credited e.g first feature – state cues, second feature – emotion</p> <p>Evaluation points on their own are not features, but if used appropriately could be credited as elaboration of a feature</p> <p>Studies can be credited only if they add to the outline of the feature</p> <p>e.g. cues</p> <ul style="list-style-type: none"> <li>• When cues present at encoding are not present at retrieval then forgetting may occur/eq;</li> <li>• Cues (or prompts) are like additional pieces of information that guide us to the information we are seeking a bit like the contents page of a book/eq;</li> <li>• These memory cues may be necessary to access information that is available but not accessible/eq;</li> </ul> <p>e.g. context cues</p> <ul style="list-style-type: none"> <li>• These are environmental cues such as your classroom/eq;</li> <li>• For example when someone goes upstairs to get something and forgets what it was, they might remember again when they are back downstairs in the same place (context) they first thought about it/eq;</li> </ul> <p>e.g. state cues</p> <ul style="list-style-type: none"> <li>• These are cues internal to the person such as being excited or afraid/eq;</li> <li>• For example if you learn something when in a relaxed mood but cannot recall it when in a tense mood/eq;</li> </ul> <p>e.g accessibility (rather than availability)</p> <ul style="list-style-type: none"> <li>• The theory believes that memory is still available but the problem is accessibility/eq;</li> </ul>	(4 AO1)

	<ul style="list-style-type: none"> <li>The issue is about cues at the time of encoding being needed/eq;</li> </ul> <p>e.g. the cognitive environment</p> <ul style="list-style-type: none"> <li>Information present in the individuals cognitive environment will determine how much they remember</li> <li>For example information encoded using the 5 senses will be better retrieved if it matches the cognitive environment at recall</li> </ul> <p><b>Look for other reasonable marking points</b></p>	
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Question Number	Question	
<b>15</b>	<p>Some tension has arisen at a college because the Principal has allowed Mr Page's class to go on a special trip but Mr Wood's class has not been allowed to go. The Principal's decision has caused lots of resentment amongst staff and students alike. Mr Page and his class are looking forward to the trip but are getting lots of hostility from the other class.</p> <p>Use your understanding of prejudice and/or obedience to explain this situation.</p>	
	<b>Answer</b>	<b>Mark</b>
	<p>1 mark per point/elaboration. Real life examples should be credited if they help illustrate a point.</p> <p>Giving marks for elaboration where appropriate is particularly important so that the full range of marks is available.</p> <p>Each point made must be linked to the stimulus (e.g. the principal/class/Mr Wood/Mr Page/students/trip etc) to be credited. However, any points using research to elaborate an already linked point can be credited.</p> <p>Possible material that could be used for this question includes: social categorisation; social identification; social comparison; agency theory</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>Both groups may believe they are the in group and categorise themselves as such at the expense of the other group (out group)/eq;</li> <li>This in group favouritism to their own group / class may have led to discrimination in order to protect their own self esteem/eq;</li> <li>The principal is in a position of authority which may cause Mr. Page to obey her commands to go on the trip/eq;</li> <li>Mr. Page and his class are just obeying the authority of the principal as they are in an agentic state/eq;</li> <li>Some of Mr. Page's class may not actually want to do go on the trip and may experience moral strain when doing so/eq;</li> <li>In identifying with their own class they may have exaggerated differences with the other class e.g. better teacher/classroom/eq;</li> <li>Realistic conflict theory suggests competition has arisen due to</li> </ul>	<b>(6 AO2)</b>

	<p>the prize on offer of going on the trip/eq; (<b>1st mark</b>) The Robber's Cave study showed how rival groups acted against one another in their own self-interest/eq; (<b>2<sup>nd</sup> mark</b>)</p> <ul style="list-style-type: none"> <li>• An in group is deindividuated rather than each acting as an individual so responsibility might be deferred (and actions taken such as hostility)/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	
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Question Number	Question	
<b>16</b>	<p>Haider watches a film at the cinema but when telling his friends about it the next day he cannot remember everything about it.</p> <p>Using theories of forgetting and/or memory, explain why Haider has forgotten details about the film.</p>	
	Answer	Mark
	<p>Each point made must be linked to the stimulus (e.g. Haider/cinema/film/friends/he) to be credited. However, any points using research evidence to elaborate an already linked point can be credited.</p> <p><b>DO NOT CREDIT</b> descriptions of the theories/studies themselves.</p> <ul style="list-style-type: none"> <li>• He is not in the same environment when talking to his friends and so lacks both context and state cues which would help him recall/eq;</li> <li>• In a limited capacity short term memory some details of the film may be displaced by others, causing forgetting of important details/eq;</li> <li>• He may not have understood bits of the film (used deeper processing) and used shallow processing instead which will result in poorer recall/eq;</li> <li>• He did not reinforce / rehearse / repeat the memory to strengthen his engram / memory trace/ which will have thus weakened/eq;</li> <li>• He may have repressed bits of the film which were unpleasant / tragic / horrific which means he has pushed them to the back of his mind to protect himself/eq;</li> <li>• He only used maintenance rehearsal rather than elaborative which means info wasn't really understood enough to go into his LTM/eq;</li> <li>• He may have reconstructed his memory of the film and bits that did not fit his existing schema may have been distorted or lost/eq; (<b>1<sup>st</sup> mark</b>) Bartlett (1932) found that participants added detail that wasn't there and left things out from the original story/eq; (<b>2<sup>nd</sup> mark</b>)</li> <li>• He may not have rehearsed details of the film and so not transferred information into LTM (<b>1<sup>st</sup> mark</b>) and will be less</li> </ul>	<b>(6 AO2)</b>

	<p>able to recall detail than those who did transfer information from STM to LTM/eq; <b>(2<sup>nd</sup> mark)</b></p> <ul style="list-style-type: none"> <li>• He may have not been paying full attention to all the film and therefore confabulated / reconstructed some of his recall/eq;</li> <li>• Later learning / experiences may interfere with recall of what he saw (retroactive interference) <b>(1<sup>st</sup> mark)</b> so if Haider was more 'active' after watching the film he may recall less than had he been more 'inactive'/eq; <b>(2<sup>nd</sup> mark)</b></li> </ul> <p><b>Look for other reasonable marking points</b></p>	
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Question Number	Question	
*17	<p>Milgram carried out a number of variations of his original (1963) study of obedience. These variations attracted similar criticism to that of his original (1963) study.</p> <p>Describe and evaluate <b>one</b> of Milgram's variation studies.</p>	
<b>QWC</b> <b>i,ii,iii</b>	<p>Answer</p>	
	<p><b>No credit for answers PURELY on Milgram's original study</b> <b>If more than one variation given then mark all and credit the best</b></p> <p><b>No credit for any study NOT conducted and written up by Milgram, as one of his variations e.g Meeus &amp; Raaijmakers (1986), Slater (2004) etc</b></p> <p><b>Indicative Content</b></p> <p><b>Refer to levels at the end of the indicative content.</b></p> <p><b>A01:</b> Knowledge and understanding of variation study <b>A02:</b> Application/evaluation of study.</p> <p><b>Description and specific evaluation</b> <b>(evaluation specific to each variation in italics)</b></p> <p>e.g. teacher forces learners hand onto shock plate</p> <ul style="list-style-type: none"> <li>• To see if level of obedience increased or decreased when teacher and learner are in same room</li> <li>• At each incorrect answer the victim was shocked only when the teacher forced his hand on a shock plate</li> <li>• At 150 volts, the learner refused to place his hand on the plate, and the experimenter ordered the subject to hold the victim's hand on the plate</li> <li>• Twelve of forty subjects (30 %) forcibly held the victim's hand in place and continued to administer shocks up to the maximum 450 volts</li> <li>• Obedience decreased (in relation to the original experiment) as the subject came into close proximity with the victim</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ethically more distressing and less believable than other variations</li> </ul>	
	<p>e.g. rebellious or obedient fellow participants (as correct from p15 angles)</p> <ul style="list-style-type: none"> <li>• to test whether rate of obedience is influenced by rebellious or obedient fellow participants</li> <li>• 80 male ps took part in either of two conditions and all were matched for age and occupation with original sample</li> <li>• Condition 1 had two rebellious stooges who refused to carrying on shocking after 150V and 210V respectively</li> <li>• Condition 2 had two obedient stooges who gave shocks without protest</li> <li>• In condition one 50% of real ps refused to carry on past 150V and only 6/40 (15%) OR 4/40 (10%) went to 450V</li> <li>• In condition 2 29 ps (72.5%) went to 450V</li> <li>• The presence of fellow ps made a difference to rates of obedience and the rebellious stooges had a larger effect on ps than the obedient ones</li> <li>• The conditions each had careful matching for controls so individual differences would not affect the results</li> </ul> <p>e.g. distant authority figure</p> <ul style="list-style-type: none"> <li>• To see if it is easier to resist the orders from an authority figure if they are not close by</li> <li>• The experimenter instructed and prompted the teacher by telephone from another room</li> <li>• Obedience fell to 20.5%</li> <li>• many participants cheated and missed out shocks or gave less voltage than ordered to</li> <li>• This shows when the authority figure is close by then obedience is more likely</li> <li>• <i>Application to police / teachers etc as demonstrates an authority needs to be present in order for levels of obedience to remain high</i></li> </ul> <p>e.g. two teacher condition</p> <ul style="list-style-type: none"> <li>• To see whether less personal responsibility increases obedience</li> <li>• Participants could instruct an assistant teacher to press the switches</li> <li>• The assistant teacher actually delivered the shocks while the senior teacher just read out the word list</li> <li>• 95% (compared to 65% in the original study) shocked to the maximum 450 volts</li> <li>• This shows how diffusion of responsibility can increase obedience</li> <li>• <i>Could be viewed as less distressing for real participant as they are not directly pressing the switches as compared to first variation</i></li> </ul> <p>e.g. experiment is conducted in downtown Bridgeport / private office</p> <ul style="list-style-type: none"> <li>• Participants were led to believe that the experiment was conducted by a private research firm</li> </ul>	

	<ul style="list-style-type: none"> <li>• This single difference decreased obedience rate from 65% to 48%</li> <li>• private research firms are viewed as less prestigious than certain universities which affected behaviour</li> <li>• it is easier under these conditions to abandon the belief in the experimenter's essential decency</li> <li>• <i>Took place in a real setting giving it higher ecological validity than other lab based variations</i></li> </ul> <p><b>Generic Evaluation</b></p> <ul style="list-style-type: none"> <li>• The procedure is easy to replicate as most variations were in a controlled setting which gives the experimenter control over variables</li> <li>• Lacks ecological validity as the task of 'giving' electric shocks to a stranger is not something people encounter in everyday life</li> <li>• Procedure may be prone to demand characteristics as participants may have guessed nature of experiment due to cues</li> <li>• However 80% who were surveyed said they believed the shocks were painful and there were also visible signs of mental anguish, e.g. sweating, these signs cannot be faked</li> <li>• The studies are not ethical as they put pressure on the participants deceive them and do not allow the full right to withdraw</li> <li>• All participants were thoroughly debriefed and the majority were glad to have taken part</li> </ul> <p>Milgram did ask / survey colleagues to see if participants would obey and it was generally thought they would not</p>	
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Level	Mark	Descriptor
		<b>A01:</b> Knowledge and understanding of Milgram variation study <b>A02:</b> Application/evaluation of knowledge and understanding of Milgram variation study
	0	No rewardable material / purely Milgram's main study
<b>Level 1</b>	1-3 marks	Candidates will produce <b>brief answers</b> , making simple statements showing some relevance to the question OR study described is incorrect but has been appropriately evaluated. <ul style="list-style-type: none"> <li>• Basic description of the variation/ has mixed up variations</li> <li>• Little or no attempt at the analytical/evaluation demands of the question. Lack of relevant evidence.</li> </ul> The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
<b>Level 2</b>	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other <ul style="list-style-type: none"> <li>• Some relevant description though likely to be limited</li> <li>• Some attempt at evaluation but not detailed or elaborated</li> </ul> Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be

		passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b><i>both of the injunctions</i></b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes breadth and / or depth in <b>appropriate detail</b>.</li> <li>• Evaluation includes a range of factors from - ethics, application, and methodology - <b>used appropriately</b></li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b><i>both of the injunctions</i></b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Description includes both breadth and depth in <b>appropriate detail with elaboration</b>.</li> <li>• Evaluation includes a range of factors from - ethics, application, and methodology - <b>used with detail and clearly explained</b>.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present</p>



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