



Milgram (1963) Topical Past Papers

1 (a) Describe **one** assumption of the social approach.

9990/12/F/M/18

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.....[2]

(b) Studies in social psychology can be used to help train military personnel.

Describe how the procedure of the study by Milgram (obedience) could be applied to help with this training.

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.....[4]

(c) Outline **one** other real-world application based on the findings from the Milgram study.

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.....[2]



4 Two friends, Amar and Bo, are discussing the Milgram study (obedience) in terms of the debate about individual and situational explanations.

(a) Outline the debate about individual and situational explanations in psychology.

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.....[2]

(b) Bo believes the Milgram study supports the individual side of the debate but Amar believes it supports the situational side of the debate.

Outline why you think **either** Amar **or** Bo is correct, using evidence from the study.

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5 Describe the shock generator that was used in the Milgram study (obedience). 9990/13/O/N/18

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6 From the study by Milgram (obedience):

9990/12/F/M/19

(a) State the first prod the experimenter used when a participant refused to continue.

..... [1]

(b) Describe what the experimenter said if a participant asked whether the learner was suffering permanent injury.

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..... [3]

(c) Explain why Milgram ensured the participant met the learner at the end of the study.

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..... [2]

7 From the study by Milgram (obedience):

9990/11/M/J/19

(a) Describe **one** aim of this study.

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..... [2]

(b) Describe **one** strength of this study.

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..... [2]



8 In his study, Milgram used a fake shock generator to measure levels of obedience.

(a) (i) What was the voltage increment from one switch to the next on the generator?

..... [1]

(ii) What label was underneath the switches from 375–420 volts on the generator?

..... [1]

(iii) How many participants pressed the maximum voltage switch, labelled 450 volts?

..... [1]

(b) Outline **one** conclusion from this study.

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..... [2]

9 From the study by Milgram (obedience):

(a) The teacher was given a 'sample shock'.

Describe this procedure.

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..... [2]

(b) Explain **one** methodological weakness of the study by Milgram.

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.....
.....
..... [2]



10 From the study by Milgram (obedience):

9990/13/O/N/19

(a) Describe the instructions given to the 'teacher' about how to deliver the shocks to the 'learner'.

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..... [3]

(b) Identify **two** examples of signs of 'tension' that were shown by the 'teachers' during the study.

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2 [2]

11 (a) Describe the 'learning task' used in the study by Milgram (obedience).

9990/12/F/M/20

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..... [4]

(b) Outline how Milgram ensured that the participant was never the learner.

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12 The study by Milgram (obedience) is from the social approach.

9990/11/M/J/20

(a) Outline **two** assumptions of the social approach, using any example for each.

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..... [4]

13 From the study by Milgram (obedience):

9990/12/M/J/20

(a) Identify the sampling technique used in this study.

..... [1]

(b) Identify **two** examples of 'signs of extreme tension' shown by participants in this study.

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..... [2]

(c) Describe the 'preliminary run' that participants had to complete before the 'regular run' in this study.

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..... [3]



15 From the study by Milgram (obedience):

9990/12/O/N/20

(a) Identify **two** characteristics of the learner in this study.

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- [2]

(b) Describe the sample of participants used in this study.

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- [3]

(c) Explain why this study is from the social approach.

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- [2]



18 From the study by Milgram (obedience):

9990/11/M/J/21

(a) State the lowest voltage shock that was labelled on the shock generator.

..... [1]

(b) Describe the shock instructions the participant (teacher) was told to follow when the victim (learner) gave an incorrect answer.

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..... [3]

(c) Milgram suggested one reason for obedience was the payment to the participant (teacher).

Suggest **one** reason for obedience in this study, other than the payment.

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..... [1]



19 From the study by Milgram (obedience):

9990/12/M/J/21

(a) State how many participants took part in the study.

..... [1]

(b) State the highest voltage shock that was labelled on the shock generator.

..... [1]

(c) The participant (teacher) was given a 'sample shock'.

Describe this procedure.

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..... [3]

20 From the study by Milgram (obedience):

9990/13/M/J/21

(a) Identify **three** features of the experimenter in this study.

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3 [3]

(b) At the start of the study, participants were told that 'we know very little about the effect of punishment on learning'.

Describe what else each participant was told before they were assigned to the role of teacher.

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..... [3]



21 (a) Outline the debate about individual and situational explanations in psychology, using an example other than the study by Milgram (obedience).

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..... [4]

(b) Explain what psychologists have learned about obedience using **two** results from the study by Milgram.

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..... [8]



22 Jamie has learned about the study by Milgram (obedience). He believes that the study is unethical.

(a) Outline what is meant by the ethical guideline of 'informed consent'.

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..... [2]

(b) Outline why Jamie is correct that this study is unethical, using evidence in your answer.

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23 From the study by Milgram (obedience):

9990/13/O/N/21

(a) Outline the sampling technique used in this study.

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..... [2]

(b) State **two** characteristics of the victim (learner) used in this study.

1

2 [2]

(c) When the participant (teacher) pressed a switch on the shock generator, there were several changes.

Describe **two** changes on the shock generator after the participant pressed a switch, other than a bright red light illuminating.

1

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2

..... [2]

MARKING SCHEME

1	7(a)	<p>Describe <u>one</u> assumption of the social approach.</p> <p>2 marks – full answer 1 mark – partial answer</p> <p>An example can help a candidate gain a 'full answer' score if it is clear enough.</p> <p>e.g. behaviour, cognition and emotions can be influenced by groups or social contexts (2 marks) behaviour can be influenced by groups (1 mark)</p>	2
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7(b)	<p>Studies in social psychology can be used to train military personnel.</p> <p>Describe how the procedure of the study by Milgram (obedience) could be applied to help with this training.</p> <p>2 marks for aspects of procedure that are useful 2 marks for applying it to the scenario</p> <p>e.g. The experimenter wearing an authoritative uniform appeared to affect obedience (1 mark). Therefore, the government need to dress authority figures in a uniform that portrays hierarchy/authority (1 mark)</p> <p>The prods ensured that the participant stayed on task throughout the study (1 mark). Therefore, the government needs to have set 'sayings' or 'protocol' to ensure that soldiers follow the orders correctly (1 mark)</p> <p>Get people in authority to give orders to soldiers (1 mark) Have a uniform (for officers) that shows authority to the soldiers (to make them obey) (1 mark)</p> <p>We can encourage soldiers to be autonomous (1 mark) So that they can challenge destructive obedience by resisting [35% did] (1 mark)</p>	4
7(c)	<p>Outline <u>one</u> other real-world application based on the findings from the Milgram study.</p> <p>2 marks – full answer which includes who will benefit 1 mark – partial answer or no indication of who will benefit</p> <p>e.g. 65% of the participants went to the end (450v) under the persuasion of an authority figure. This clearly shows that people will follow the orders of authority figures so if an act of terrorism occurs it will be useful for the police to find the 'authority figure' behind it to stop others committing these terrible acts (2 marks)</p> <p>Teachers could wear a uniform to show their authority to get children to obey them (1 mark)</p> <p>It <i>helped</i> us to understand why the holocaust happened (1 mark)</p> <p>As the findings clearly showed that people will obey destructive orders from an authority figure, we can establish whistle-blowing policies in places like hospitals to stop doctors/nurses giving out/receiving inappropriate orders (2 marks)</p>	2



2

8(a)	<p>Before 'drawing lots' to decide who became the teacher and who became the learner, Milgram (obedience) told the participants about the effects of punishment on learning.</p> <p>Describe what the participants were told.</p> <p>1 mark per correct point made.</p> <p>We know <i>very little</i> about the effects of punishment on learning (OWTTE); This is because almost no scientific studies have been conducted (on human beings); We don't know how much punishment is best for learning/whether it is beneficial to learning; We also don't know how much difference it makes as to who is giving the punishment; So in this study we are bringing together people from different occupations (to test this out); We want to know what effect different people have on each other as teachers and learners.</p>	4
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8(b)	<p>Explain <u>one</u> similarity and <u>one</u> difference between the study by Milgram and <u>one</u> other core study from the social approach.</p> <p>4 marks available for the similarity, e.g. ethics, situational, controls, quantitative data 4 marks available for the difference, e.g. species, setting, participants</p> <p>The other study can only by Piliavin et al. or Yamamoto et al.</p> <table border="1" style="width: 100%;"> <tr> <td> <p>Level 4 (4 marks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has explained one similarity/difference between the Milgram study and one other social study. <input type="checkbox"/> Accurate knowledge and understanding is applied. <input type="checkbox"/> There is a clear line of reasoning which is logically structured and thoroughly evaluated. </td> </tr> <tr> <td> <p>Level 3 (3 marks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one similarity/difference between the Milgram study and one other social study. <input type="checkbox"/> Knowledge and understanding is applied. <input type="checkbox"/> There is evidence of some structured reasoning and some evaluation. </td> </tr> <tr> <td> <p>Level 2 (2 marks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one similarity/difference between the Milgram study and one other social study. <input type="checkbox"/> Some evidence that knowledge and understanding is applied but this may be limited. <input type="checkbox"/> There is evidence of some reasoning with limited evaluation. </td> </tr> <tr> <td> <p>Level 1 (1 mark)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one similarity/difference between the Milgram study and one other social study. <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one point that is basic. </td> </tr> <tr> <td> <p>Level 0 (0 marks) No response worthy of credit.</p> </td> </tr> </table>	<p>Level 4 (4 marks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has explained one similarity/difference between the Milgram study and one other social study. <input type="checkbox"/> Accurate knowledge and understanding is applied. <input type="checkbox"/> There is a clear line of reasoning which is logically structured and thoroughly evaluated. 	<p>Level 3 (3 marks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one similarity/difference between the Milgram study and one other social study. <input type="checkbox"/> Knowledge and understanding is applied. <input type="checkbox"/> There is evidence of some structured reasoning and some evaluation. 	<p>Level 2 (2 marks)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one similarity/difference between the Milgram study and one other social study. <input type="checkbox"/> Some evidence that knowledge and understanding is applied but this may be limited. <input type="checkbox"/> There is evidence of some reasoning with limited evaluation. 	<p>Level 1 (1 mark)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one similarity/difference between the Milgram study and one other social study. <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> The candidate has given one point that is basic. 	<p>Level 0 (0 marks) No response worthy of credit.</p>	8
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3



6(a)	<p>At the start of the procedure of the study by Milgram (obedience), the participant and the stooge were apparently randomly allocated to the roles of teacher or learner. Later the paired-associate learning task began.</p> <p>Describe the procedure <u>between</u> these two events.</p> <p>1 mark per point made.</p> <p>The learner was strapped to an 'electric chair' apparatus; The 'electric chair' apparatus was in a separate room; The experimenter explained that the straps were to prevent excessive movement; An electrode was attached to learner's wrist with paste (to avoid blistering); They were told the electrode was attached to a shock generator; They were told that a shock would be painful but not cause permanent damage; The 'teacher'/naïve participant was given a sample shock/45 volts This was always from the third button on the shock generator</p>	5
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6(b)	<p>Explain <u>one</u> reason why the procedure was standardised in the study by Milgram.</p> <p>It would allow the study to be more easily replicated (1 mark) Therefore, it could be tested for reliability (1 mark) For example knowing that the sample shock was 45 V means exact replication is possible (1 mark)</p> <p>It would increase the (internal) validity of the study (1 mark) Therefore, cause and effect are (more) likely to be seen (1 mark) For example knowing it was authority figure/prods causing obedience (levels) (1 mark)</p>	3
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8(a)	<p>Two friends, Amar and Bo, are discussing the Milgram study (obedience) in terms of the debate about individual and situational explanations.</p> <p>Outline the debate about individual and situational explanations in psychology.</p> <p>1 mark for the individual side of the debate, 1 mark for the situational side of the debate</p> <p>e.g. The individual side refers to behaviours from factors within the person (dispositional) (e.g. personality) The situational side refers to behaviour from factors in the external environment (e.g. home life)</p>	2
8(b)	<p>Bo believes the Milgram study supports the individual side of the debate but Amar believes it supports the situational side of the debate.</p> <p>Outline why you think <u>either</u> Amar <u>or</u> Bo is correct using evidence from the study.</p> <p>1 mark per point made x4</p> <p>e.g. Amar All of the participants went to 300 V as a minimum voltage (1 mark). This could be due to the situation of having prods to keep them going to this level of volts (1 mark).</p> <p>The majority of participants obeyed the authority figure (to 450 V) (1 mark). This could be due to the situation of having an authority figure/man in lab coat watching them (1 mark)</p> <p>e.g. Bo All of the participants went to 300 V as a minimum voltage (1 mark). This could be due to a core personality people have which makes them obedient (to a certain point) (1 mark).</p> <p>Not all participants obeyed to the level of 450 V / some panicked / some remained calm (1 mark). This shows that different people reacted differently which is individual (1 mark).</p>	4

5



3	Describe the shock generator that was used in the Milgram study (obedience). 1 for each correct point x4 It consisted of 30 lever switches/buttons; Each switch was clearly labelled with a voltage; The volts ranged from 15 V to 450 V; Each button went up by 15 V levels; Verbal designations for groups of four voltage levels; Last two were labelled (simply) XXX; Upon depressing a switch a red light appeared; An electric buzzing was emitted; A blue light labelled voltage energizer would light up; Labelled Slight Shock to XXX	4
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6	7(a)	From the study by Milgram (obedience): State the first prod the experimenter used when a participant refused to continue. 1 mark for correct answer. Please continue/please go on.	1
	7(b)	Describe what the experimenter said if a participant asked whether the learner was suffering permanent injury. 1 mark per correct statement. Although the shocks may be painful; There is no real permanent (tissue) damage; So please go on Then prods 2/3 given if still refused.	3
	7(c)	Explain why Milgram ensured the participant met the learner at the end of the study. 1 mark per correct point. To make the study ethical; So that the participant would leave in a state of well-being; Reduce any tensions between participant and stooge/Milgram.	2



7	1(a)	<p>From the study by Milgram (obedience): Describe <u>one</u> aim of this study.</p> <p>1 mark brief aim 2 marks detailed aim</p> <p>e.g. To investigate how obedient people are to an authority figure (1 mark) To investigate how obedient people are to an authority figure asking them to physically harm another person (2 marks) To test out the 'are Germans different' hypothesis (1 mark)</p>	2
	1(b)	<p>Describe <u>one</u> strength of this study.</p> <p>1 mark for identifying strength 1 mark for relating it directly to the study</p> <p>e.g. The procedure was standardised so replication would be easier (1 mark) The procedure was standardised so replication would be easier (e.g. the prods given), another research team could conduct it again to test for reliability (2 marks)</p> <p>The measure of obedience was quantitative and objective (1 mark) The measure of obedience was quantitative and objective (e.g. the maximum voltage that a P would give) so comparisons between Ps is meaningful/valid (2 marks)</p> <p>The actual aim of the study about obedience was hidden (from Ps) (1 mark) The actual aim of the study about obedience was hidden (from Ps) so there would be low demand characteristic/increased 'real' behaviour (2 marks)</p>	2



8	1(a)(i)	<p>In his study, Milgram used a fake shock generator to measure levels of obedience.</p> <p>What was the voltage increment from one switch to the next on the generator?</p> <p>1 mark for correct answer If more than one answer given, credit the first one</p> <p>15 (volts)</p>	1
	1(a)(ii)	<p>What label was underneath the switches from 375–420 volts on the generator?</p> <p>1 mark for correct answer If more than one answer given, credit the first one</p> <p>Danger/Severe (Shock)</p>	1
	1(a)(iii)	<p>How many participants pressed the maximum voltage switch, labelled 450 volts?</p> <p>1 mark for correct answer If more than one answer given, credit the first one</p> <p>26</p>	1
	1(b)	<p>Outline <u>one</u> conclusion from this study.</p> <p>1 mark brief conclusion 2 marks detailed conclusion</p> <p>e.g. People will be obedient to an authority figure (1 mark); Individuals appear to be much more obedient to an authority figure than we might expect (2 marks); When people are given orders to act destructively they will experience high levels of stress/anxiety (2 marks); People will follow/listen to an authority figure even if it means harming another person (2 marks); People are willing to harm someone if responsibility is taken away/passing on to someone else (2 marks)</p>	2



9	5(a)	<p>From the study by Milgram (obedience):</p> <p>The teacher was given a 'sample shock'.</p> <p>Describe this procedure.</p> <p>1 mark per correct statement</p> <p>This was given before they took on the role of teacher; The shock was always 45 volts; The shock was applied to the wrist; The source was a 45 v battery attached to the shock generator;</p>	2
	5(b)	<p>Explain <u>one</u> methodological weakness of the study by Milgram.</p> <p>1 mark identifying weakness 1 mark for linking it to the study</p> <p>e.g. The study lacks mundane realism (1 mark); this is because the act of shocking a stranger if they get a word pair wrong is not a real life task (1 mark); The study may lack generalisability (1 mark); this is because the sample was of only 40 white males from New Haven (1 mark);</p>	2
10	2(a)	<p>From the study by Milgram (obedience):</p> <p>Describe the instructions given to the 'teacher' about how to deliver the shocks to the 'learner'.</p> <p>1 mark per correct statement</p> <p>They were told to give a shock each time a wrong response was given; They were told to move to the next button up each time a wrong response is given; They had to announce the voltage level before giving a shock; The shock was 'given' by pressing the button (on the shock generator);</p>	3
	2(b)	<p>Identify <u>two</u> examples of signs of 'tension' that were shown by the 'teachers' during the study.</p> <p>1 mark per correct example</p> <p>Sweat(ing); Tremble/trembling; Stuttering; Biting lip; Groaning; Dig nails into flesh; Nervous laughing; Smiling; Violent convulsion/seizure;</p>	2



11

4(a)	<p>Describe the 'learning task' used in the study by Milgram (obedience).</p> <p>One mark per correct point.</p> <p>It was a paired-associate (learning) task; The participant read out a series of word pairs (to the learner); The participant then read out one word; Along with four terms; The learner then had to indicate which word had been originally paired/responded with the corresponding word; This was done by him pressing one of four switches; This lit up one of four quadrants in the answer box; Each incorrect answer received a shock/correct answer moved to next word.</p>	4
4(b)	<p>Outline how Milgram ensured that the participant was never the learner.</p> <p>One mark per correct point.</p> <p>The 'participants' drew slips from a hat; Both slips always had the word 'teacher' on it; The 'true' participant was always first to choose.</p>	2

12

8(a)	<p>The study by Milgram study (obedience) is from the social approach.</p> <p>Outline <u>two</u> assumptions of the social approach, using any example for each.</p> <p>1 mark = appropriate assumption (x2) 1 mark = any relevant example (x2)</p> <p>e.g. Behaviour/cognitions/emotions can be influenced by other individuals (1 mark). For example, in Milgram's study, the experimenter in the lab coat used prods to get them to continue to give electric shocks (1 mark)</p> <p>Behaviour/cognitions/emotions can be influenced by groups (1 mark). For example, in emergency situations people may believe other people are giving/calling for help so just walk on by when they usually help (1 mark).</p>	4																		
8(b)	<p>Explain how one result from the study by Milgram supports the situational explanation of obedience and how one result does not support the situational explanation of obedience.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 60%;">Criteria</th> <th style="width: 30%;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td>The result presented has a meaningful comparison and the candidate clearly explains how the result supports/does not support the situational explanation.</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">3</td> <td>The result presented has a meaningful comparison and there is a brief attempt at explaining how the result supports/does not support the situational explanation; The result presented has no meaningful comparison but the candidate clearly explains how the result supports/does not support the situational explanation.</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td>The result presented has a meaningful comparison but there is no attempt at explanation or explanation is not about the situational explanation; The result presented is not clear but there is an implicit attempt at explaining how the result supports/does not support the situational explanation.</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">1</td> <td>The result presented has no meaningful comparison or there is a basic attempt at explaining.</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">0</td> <td>No creditworthy answer.</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>	Level	Criteria	Marks	4	The result presented has a meaningful comparison and the candidate clearly explains how the result supports/does not support the situational explanation.	4	3	The result presented has a meaningful comparison and there is a brief attempt at explaining how the result supports/does not support the situational explanation; The result presented has no meaningful comparison but the candidate clearly explains how the result supports/does not support the situational explanation.	3	2	The result presented has a meaningful comparison but there is no attempt at explanation or explanation is not about the situational explanation; The result presented is not clear but there is an implicit attempt at explaining how the result supports/does not support the situational explanation.	2	1	The result presented has no meaningful comparison or there is a basic attempt at explaining.	1	0	No creditworthy answer.	0	8
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0	No creditworthy answer.	0																		



13	1(a)	<p>From the study by Milgram (obedience):</p> <p>Identify the sampling technique used in this study.</p> <p>1 mark for correct answer.</p> <p>Volunteer/self-selecting</p>	1
	1(b)	<p>Identify <u>two</u> examples of 'signs of extreme tension' shown by participants in this study.</p> <p>1 mark for 'sign' – if more than one written in either scaffolded slot then take the first answer for each.</p> <p>Signs of extreme tension: Sweat; Tremble; Stutter; Bit lip; Groan; Dig fingernails into flesh; Nervous laughing (fits); Smiling; Full-blown seizures;</p>	2
	1(c)	<p>Describe the 'preliminary run' that participants had to complete before the 'regular run' in this study.</p> <p>1 mark per correct point.</p> <p>The participant/teacher was given 10 words to read (to the learner); Three of these were neutral/ones the learner would get correct; Seven of these were 'incorrect' answers; So a voltage of 105v was administered;</p>	3
14	9 9	<p>Evaluate the study by Milgram (obedience) in terms of <u>two</u> strengths and <u>two</u> weaknesses. At least one of your evaluation points <u>must</u> be about qualitative data.</p> <p>Strengths include: reliability, qualitative data, quantitative data. Weaknesses include: ethics, validity (external), generalisability.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Level 4 (8–10 marks)</p> <ul style="list-style-type: none"> • Evaluation is comprehensive; • Answer demonstrates evidence of careful planning, organisation and selection of material; • Analysis (valid conclusions that effectively summarise issues and arguments) is evident throughout; • Answer demonstrates an excellent understanding of the material. </div> <div style="border: 1px solid black; padding: 5px;"> <p>Level 3 (6–7 marks)</p> <ul style="list-style-type: none"> • Evaluation is good; • Answer demonstrates some planning and is well organised; • Analysis is often evident but may not be consistently applied; • Answer demonstrates a good understanding of the material. </div>	10



	<p>Level 2 (4–5 marks)</p> <ul style="list-style-type: none"> • Evaluation is mostly appropriate but limited; • Answer demonstrates limited organisation or lacks clarity; • Analysis is limited; • Answer lacks consistent levels of detail and demonstrates a limited understanding of the material. 	
	<p>Level 1 (1–3 marks)</p> <ul style="list-style-type: none"> • Evaluation is basic; • Answer demonstrates little organisation; • There is little or no evidence of analysis; • Answer does not demonstrate understanding of the material. 	
	<p>Level 0 (0 marks) No response worthy of credit.</p>	

15	4(a)	<p>Identify <u>two</u> characteristics of the learner in this study.</p> <p>1 mark per correct characteristic</p> <p>47 year old; Male; Accountant; Irish-American (stock); Mild-mannered; Likeable.</p>	2
	4(b)	<p>Describe the sample of participants used in this study.</p> <p>1 mark per correct point</p> <p>N=40; (all) male; Aged 20–50 years; From New Haven area; Wide range of occupations; Postal clerks, teachers, salesman, engineers, laborers (1 mark for any 2); Range of educational levels; Readers of a local newspaper; Recruited via volunteer sampling.</p>	3
	4(c)	<p>Explain why this study is from the social approach.</p> <p>2 marks = clearly linked to social approach (either through example or assumption) 1 mark = partially linked to social approach/assumption of social approach only</p> <p>e.g.: The study was looking at how an individual affects people's ability to be obedient (1 mark). The experimenter would give prods to participants when they refused to stop to try to keep them giving larger and larger shocks (1 mark).</p>	2



16	3	<p>Explain one or more real-world applications of the study by Milgram (obedience). Do <u>not</u> refer to more than three applications in your answer.</p> <p>Suitable example include:</p> <p>War crimes; Explaining antisocial behaviours.</p> <p>This will be band marked as follows:</p> <table border="1" data-bbox="332 499 1125 1071"> <thead> <tr> <th data-bbox="332 499 456 552">Marks</th> <th data-bbox="456 499 1125 552">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="332 552 456 732">5</td> <td data-bbox="456 552 1125 732">One application suggested in depth and it is clear what the application is and how it will be achieved; OR More than one application suggested in less depth but still clearly showing what the application is and how it will be achieved.</td> </tr> <tr> <td data-bbox="332 732 456 890">3-4</td> <td data-bbox="456 732 1125 890">One application suggested which has some detail with the application identifiable and how it will be achieved; OR More than one application suggested that are brief, but the application is identifiable with how it will be achieved.</td> </tr> <tr> <td data-bbox="332 890 456 995">1-2</td> <td data-bbox="456 890 1125 995">One or more application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.</td> </tr> <tr> <td data-bbox="332 995 456 1071">0</td> <td data-bbox="456 995 1125 1071">No creditworthy real-world application or description of study only.</td> </tr> </tbody> </table>	Marks	Description	5	One application suggested in depth and it is clear what the application is and how it will be achieved; OR More than one application suggested in less depth but still clearly showing what the application is and how it will be achieved.	3-4	One application suggested which has some detail with the application identifiable and how it will be achieved; OR More than one application suggested that are brief, but the application is identifiable with how it will be achieved.	1-2	One or more application suggested that are/is brief but may lack clarity as to what the application is and/or how it will be achieved.	0	No creditworthy real-world application or description of study only.	5
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17	5	<p>In the study by Milgram (obedience), there was a victim (learner) and a participant (teacher).</p> <p>Describe the procedure the victim followed to give feedback to the participant during the learning task.</p> <p>1 mark per correct procedural point</p> <p>These were predetermined responses; There tended to be three wrong answers to one correct; No vocal response is heard up until Shock Level 300; When 300v given, the learner pounds on the wall; From this point on there are no answers from the learner; The learner pounds again at 315v; After that there is no pounding or answers given.</p>	4										
18	1(a)	<p>State the lowest voltage shock that was labelled on the shock generator.</p> <p>1 mark for correct answer</p> <p>15 (volts)</p>	1										



1(b)	<p>Describe the shock instructions the participant (teacher) was told to follow when the victim (learner) gave an incorrect answer.</p> <p>1 mark per correct point made</p> <p>They were told to give a shock to learner each time they gave an incorrect response; This was done by pressing a switch/button They were told to move one switch higher each time/increase by 15 V each time; They were told to say the voltage level; Before giving that shock level;</p>	3
1(c)	<p>Milgram suggested one reason for obedience was the payment to the participant (teacher).</p> <p>Suggest <u>one</u> reason for obedience in this study, other than the payment.</p> <p>1 mark for a suggestion based on the study</p> <p>e.g. Being in a university; The experimenter's prods; The way the experimenter was dressed; The authority figure;</p>	1

19

1(a)	<p>From the study by Milgram (obedience):</p> <p>State how many participants took part in the study.</p> <p>1 mark for correct answer</p> <p>40</p>	1
1(b)	<p>State the highest voltage shock that was labelled on the shock generator.</p> <p>1 mark for correct answer</p> <p>450 (volts)</p>	1
1(c)	<p>The participant (teacher) was given a 'sample shock'.</p> <p>Describe this procedure.</p> <p>1 mark per correct point made</p> <p>This was always given before the teacher began their role; It was always 45 v; This was done by pressing (third) switch on generator; It was applied to the wrist; Its source was a battery wired to the generator;</p>	3



20	<p>7(a) From the study by Milgram (obedience):</p> <p>Identify <u>three</u> features of the experimenter in this study.</p> <p>1 mark per correct point made</p> <p>Male; Mehar Sadique (mehar.s_cis@gemselearning.com) is signed in High school teacher (of Biology); Early thirties; Manner was impassive; Appearance was stern; Dressed in (Grey) technician's coat; Provided prods to continue the study (if the participant wanted to stop);</p>	3
	<p>7(b) At the start of the study, participants were told that 'we know very little about the effect of punishment on learning'.</p> <p>Describe what else each participant was told before they were assigned to the role of teacher.</p> <p>1 mark per correct point made.</p> <p>This is because almost no scientific studies have been conducted (on human beings); We don't know how much punishment is best for learning; We also don't know how much difference it makes as to who is giving the punishment; So in this study we are bringing together people from different occupations (to test this out); Some of them will be teachers and some will be learners; We want to know what effect different people have on each other as teachers and learners; And also what effect punishment will have on learning in this situation;</p>	3
21	<p>8(a) Outline the debate about individual and situational explanations in psychology, using an example other than the study by Milgram (obedience).</p> <p>1 mark = defining individual + 1 mark example 1 mark = defining situational + 1 mark example</p> <p>e.g. The individual explanation states that we behave because of our personality (1 mark). For example, people helped in the Piliavin study because of their personality / they are altruistic (1 mark example)</p> <p>The situational explanation states that we behaviour because of the environment we find ourselves in (1 mark). For example, people helped in the Piliavin study because they were stuck in the subway car and could not escape (1 mark example)</p>	4



8(b)	<p>Explain what psychologists have learned about obedience using <u>two</u> results from the study by Milgram.</p> <p>e.g. People will follow destructive orders from a person in authority People will inflict harm on an innocent person if told to Some people do resist authority figures when it comes to obedience It is not only Germans in WW2 who were blindly obedient to authority figures</p> <table border="1" data-bbox="344 445 1115 1066"> <thead> <tr> <th>Level</th> <th>Criteria</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept</td> <td>4</td> </tr> <tr> <td>3</td> <td>The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept</td> <td>3</td> </tr> <tr> <td>2</td> <td>The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept</td> <td>2</td> </tr> <tr> <td>1</td> <td>The result presented has no meaningful comparison or there is a basic attempt at explaining</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditworthy answer</td> <td>0</td> </tr> </tbody> </table> <p>e.g. Level 4: People will follow destructive orders from a person in authority. In the study all participants went to 300 V and then 65% went to 450 V. People will show signs of distress when engaging in destructive obedience. Participants in the study showed sweating, nervous laughing, biting of lip, violent seizures (2 named needed).</p> <p>Level 3: People will follow destructive orders from a person in authority. 65% of participants went to 450 V. People will show signs of distress when engaging in destructive obedience. Participants in the study showed sweating, nervous laughing, biting of lip, violent seizures (1 named needed).</p> <p>Level 2: People will follow destructive orders from a person in authority OR in the study all participants went to 300 V and then 65% went to 450 V OR People will follow destructive orders as 65% gave the maximum voltage</p> <p>Level 1: People will follow destructive orders; people will follow authority figures; people get distressed following orders / being obedient</p>	Level	Criteria	Marks	4	The result presented has a meaningful comparison and the candidate clearly explains what we have learned about the named concept	4	3	The result presented has a meaningful comparison and there is a brief attempt at explaining what we have learned about the named concept; The result presented has no meaningful comparison but the candidate clearly explains what we have learned about the named concept	3	2	The result presented has a meaningful comparison but there is no attempt at explanation; The result presented is not clear or no result but there is an attempt at explaining what we have learned about the named concept	2	1	The result presented has no meaningful comparison or there is a basic attempt at explaining	1	0	No creditworthy answer	0	8
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22	7(a)	<p>Jamie has learned about the study by Milgram (obedience). He believes that the study is unethical.</p> <p>Outline what is meant by the ethical guideline of 'informed consent'.</p> <p>2 marks for a full answer 1 mark for brief/partial answer</p> <p>e.g. This is when a participant is given enough information before a study begins so they can decide whether they would like to participate (or not) (2 marks); This is when a person decides if they want to take part in a study (1 mark); Telling participants information about the study before it starts (1 mark);</p>	2
	7(b)	<p>Outline why Jamie is correct that this study is unethical, using evidence in your answer.</p> <p>Up to 1 mark for outlining one ethical guideline directly relevant to Milgram Up to 4 marks for using evidence to show that Milgram was unethical</p> <p>e.g. The participants were deceived about the procedure (1 mark outline); They did not know that they were not giving electric shocks to a learner (1 mark evidence); Many showed signs of anxiety and stress when giving the shocks so were psychologically harmed (1 mark evidence); They were given prods if they wanted to stop so they were not really allowed to withdraw (1 mark evidence);</p> <p>There are other creditworthy responses.</p>	4
23	3(a)	<p>From the study by Milgram (obedience): Outline the sampling technique used in this study.</p> <p>1 mark available for identifying the sampling technique 1 mark per correct description</p> <p>e.g. Volunteer (1 mark) This is when the participants choose to be part of a study (1 mark). They may respond to an advertisement (1 mark)</p>	2
	3(b)	<p>State two characteristics of the victim (learner) used in this study.</p> <p>1 mark per correct characteristic</p> <p>Male; 47 years old / in his 40s; Accountant; Irish/American; Mild-mannered/friendly; Likeable; White.</p>	2



3(c)	<p>When the participant (teacher) pressed a switch on the shock generator, there were several changes.</p> <p>Describe two changes on the shock generator after the participant pressed a switch, other than a bright red light illuminating.</p> <p>1 mark per correct point made</p> <p>An electric buzzing sound happened; An (electric) blue light labelled energizer lit up; The dial on generator swung to the right; Various relay clicks were heard.</p>	2
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