

Examiners' Report
June 2014

GCE Psychology 6PS01 01

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Introduction

Examiners were pleased to see that most students made a good attempt at all questions.

In the extended writing question (Q17), most students included detailed and thorough description of the study and made a successful attempt at the evaluation and analysis required. However, some students struggled with clearly identifying applications of a study from a culture other than the USA to real life; they often relied on the general statement of 'this study applies to real life'. This is more a matter of elaboration skills training, rather than a reflection of students' understanding of the issue.

Some students found it difficult to **apply** research findings consistently to a real life scenario, instead simply **describing** relevant research. However, there are continuing signs of a gradual improvement in this area.

Overall, most students were able to deliver effective responses, whilst others would benefit from improving the way in which they communicate their answers and use extended prose.

Question 10 (a)

Most candidates were able to correctly describe the procedure of Milgram's (1963) study from the point when the lots were drawn. The majority of successful candidates also managed to identify and fully describe at least 4 features of the procedure past this point which led to obtaining full marks.

Where candidates did not score full marks, it was mainly due to one, or a combination, of the following:

- describing the study **up to** a point when the lots were drawn
- describing the whole procedure of the study, including irrelevant information
- including information on findings and conclusions.

SECTION B

Answer ALL questions. You are advised to spend approximately 40 minutes on Section B.

- 10 (a) Outline the procedure of Milgram's (1963) original study of obedience, from the point where lots were drawn to decide who would be the teacher and who would be the learner.

(4)

When participants believed they was going to be a teacher. they was taken to a room where there was the 'appliance' that would give the other participant the electric shock. They was asked everytime the 'learner' got the question wrong the would up the voltage by 15 volts and to administer the electric shock. After 120 volts participants could hear learner was in pain, when participant tried to leave they was given verbal prods encouraging the participants to carry on. They would receive 5 verbal prods if needed. A experimenter was in the room with the participant, And the noises were a tape not ~~Real~~ participants



ResultsPlus
Examiner Comments

This response was awarded 4 marks.
1st mark for the description of 'appliance' producing electric shock.
2nd mark for the explanation when the shocks were given and for identifying 15v increments.
3rd mark for the description of verbal prods.
4th mark for the last sentence, amalgamating points on separate room and tape.



ResultsPlus
Examiner Tip

Read the question carefully and make sure your answer includes the information required.

SECTION B

Answer ALL questions. You are advised to spend approximately 40 minutes on Section B.

- 10 (a)** Outline the procedure of Milgram's (1963) original study of obedience, from the point where lots were drawn to decide who would be the teacher and who would be the learner.

(4)

Lots were drawn to determine whether the participant would be the teacher or the learner. Although participants weren't aware of this all of the participants were teachers because the draw was fixed that way. Then the teachers (participants) were told that every time a learner got a word wrong they would have to shock the learner whilst increasing voltage each time. Every time the learner was shocked its reactions were ~~heard~~ able to be heard by the teacher (participant), such as screaming and noises of discomfort and pain.



ResultsPlus
Examiner Comments

This response was awarded 1 mark.
First two sentences are not creditworthy, as the question required a description of the procedure **after** the lots were drawn.
1 mark is given for the amalgamation of the points in the last two sentences, because each of them was too vague to be awarded a mark on its own.

Question 10 (b)

(b) Outline **one** methodological weakness of Milgram's (1963) original study of obedience. Do not use an ethical issue in your answer.

(2)

The experiment was a lab experiment so the variables were tightly controlled, meaning that the situation was artificial and lacked ecological validity. This means that the behaviour of the participants may not have been natural as they knew they weren't in a natural situation.



ResultsPlus

Examiner Comments

This response was awarded 2 marks:

1st mark for identifying that the situation was artificial because of the control of variables.

2nd mark for explaining that participants may not have behaved in a natural way.



ResultsPlus

Examiner Tip

Always make sure you elaborate on the point you make, explaining the implications on the study as a whole, of the issue you have identified.

(b) Outline **one** methodological weakness of Milgram's (1963) original study of obedience. Do not use an ethical issue in your answer.

(2)

^{Populational.}
Its ecological validity was weak as it generalised American volunteers in a unnatural environment (Yale University).



ResultsPlus

Examiner Comments

There were no marks awarded for this response, because it is not clear what point the candidate is trying to make.

Question 10 (c)

Some students did not gain full marks because of the lack of elaboration.

(c) Milgram controlled situational variables in his 1963 original study of obedience.

Explain why this is a strength of Milgram's (1963) original study of obedience.

(2)

Controlling the situational variables is a strength in Milgram's study because it means that variables such as temperature and situation can't affect the results. This is so that a cause and effect relationship can be established and shows that it was the independent variable (authority figure) that affected the dependent variable (obedience)

(Total for Question 10 = 8 marks)



ResultsPlus Examiner Comments

This response was awarded 2 marks.

1st mark is awarded for identifying which situational variables were controlled.

2nd mark for stating specifically that, cause and effect relationships between influence of authority figure and obedience, was established as a result of the control of situational variables.

(c) Milgram controlled situational variables in his 1963 original study of obedience.

Explain why this is a strength of Milgram's (1963) original study of obedience.

(2)

This is a strength as controlled variables increases validity as it means there are limited causes for participants actions.

It also increases reliability as it means the study can be replicated and done again to gain more and more accurate, reliable results.



ResultsPlus Examiner Comments

This response was awarded 1 mark.

The first sentence is not creditworthy as it is difficult to work out what point the candidate is trying to make.

1 mark is given for the second sentence for stating that this allows the study to be tested for replicability



ResultsPlus Examiner Tip

To gain the full 2 marks, the student could have also said which variables were controlled to allow for replicability (for eg, control over variables such as the word pair task).

Question 11

Candidates had the opportunity to access the marks in this question, with a breadth of acceptable points allowed in the mark scheme. Most candidates did well, providing a viable survey plan to carry out. The best responses included a clear outline of the procedure and several examples of possible questions designed to gather both quantitative and qualitative data.

Weaker responses included a plan that was often just about replicable, giving very limited details on procedure and sampling. Very few referred to hypothesis or treatment of results.

11 Imagine you want to investigate differences between the views of older and younger people about the football World Cup.

Social psychology would suggest you use a survey for this kind of investigation.

Write a plan showing how you would go about carrying out your survey.

In your plan you may wish to include:

- sampling
- procedure
- types of question

(5)

I would create a questionnaire of open and closed questions related to the views of the football world cup.

I would place an advertisement in the newspaper for volunteers and split them into two independent groups, one being 50-60 year olds and the other 20-30 year olds.

aim - to investigate the differences between the views between older and younger people about the football world cup.

hypothesis - I will design a questionnaire to collect information of how the age of people affects their views on the football world cup.

null hypothesis - there will be no difference in views of the football world cup between older and younger people

I would held a meeting in a community centre for all volunteers so the questionnaire can be done at once and allow for strong controls so no cheating will occur. My questionnaire will include 10 closed questions for example, "do you want the football world cup, yes or no?" and 5 open questions (Total for Question 11 = 5 marks) for example "what could be improved about the football world cup?" these two types of questions would allow for objective and subjective data to be collected.



ResultsPlus Examiner Comments

Level 3 response - 5 marks

The response provides clear description of how the survey would be carried out and, given time constraints, allows full replication. A lot of details are included with excellent elaboration of points. Student provides good examples of possible survey questions with the reference to quantitative and qualitative data.



ResultsPlus Examiner Tip

To gain full marks, make sure that you include enough details on where and how the research will be carried out. Without these details, full replication is not possible.

11 Imagine you want to investigate differences between the views of older and younger people about the football World Cup.

Social psychology would suggest you use a survey for this kind of investigation.

Write a plan showing how you would go about carrying out your survey.

In your plan you may wish to include:

- sampling
- procedure
- types of question

(5)

I would carry out a survey at a football match where a range of ages can be found.

I would use a variety of open, closed and likert scale questions.

For example:

What is your age?

4 - 7

8 - 13

14 - 18

21 - 30

31 - 60

What is your opinion on the world cup?

positive

negative

explain your view of the world cup:

.....

In my procedure I would create an 8 question survey. I would create a de-brief and a consent form. I would attend a popular football match and gather data from 10 young people and 10 old-people This would be using opportunity

sampling as I am using whoever is available.
before the participant carries out my survey
they would receive a debrief outlining what
the survey is about followed by a signed
consent form from participant to take part. All
participants would be told that they have the
right to withdraw at
the start and finish of the survey.

(Total for Question 11 = 5 marks)



ResultsPlus
Examiner Comments

This response was awarded 3 marks.

Even though this student has provided good examples of possible questions, there was no explanation of what type of data which question would be suitable for.

The student has mentioned that data will be collected from a random sample of spectators at a major football match, and this allows for partial replication; however, the age of participants in the younger and older groups wasn't operationalised, thus preventing the answer from reaching the top band.

Question 12

Many students described research relevant to the key issue, rather than the key issue itself and thus failing to access the higher marks.

12 In the Cognitive Approach you will have studied a key issue of relevance to today's society.

Describe the key issue you studied.

Is eye witness testimony reliable?

Eye witness testimony is when a witness has seen a crime or ~~an~~ incident and is asked by the police ~~to~~ or the courts to make a statement about what they witnessed. The jurors of some courts prefer testimony's over forensic evidence. The statement can be reliable if it was made at the scene or a reconstructed area of the crime as the context and state cues will help the witness retrieve important details. If a weapon was used the detail of the person may not be accurate as they may have focused on the weapon.

(Total for Question 12 = 4 marks)



ResultsPlus

Examiner Comments

This response was awarded 4 marks.

1st mark for identifying key issue.

2nd mark for the definition of eyewitness testimony.

3rd mark for identifying that jurors often rely on eyewitness accounts more than on forensic evidence.

4th mark for elaborating on the issue.

12 In the Cognitive Approach you will have studied a key issue of relevance to today's society.

Describe the key issue you studied.

One key issue I studied in cognitive is eye witness testimony. This ~~wasn't~~ ^{study was carried} out by Loftus and Palmer. They conducted two experiments. Experiment 1 ~~was~~ ^{→ participants} were shown a multiple car crash and were asked a series of questions including "how fast do you think the cars were going when they hit?" The word hit was replaced with bumped, collided, smashed and contacted. ~~The~~ ^{The} participants estimated the highest speed for the word smashed and lowest speed for the word contacted. Experiment 2 → participants were then brought in a week later. Although there was no broken glass they were asked "was there any broken glass?" The participants were split into 3 groups, one ~~was~~ ^{were} given (Total for Question 12 = 4 marks) the word smashed, the other group were given the word contacted and the ~~the~~ third group was a control group. The group with the word smashed were more likely to say there were broken glass.



ResultsPlus
Examiner Comments

This is a weak response and gains no marks.

First sentence is inaccurate. Eyewitness testimony in itself is not an issue, the issue is whether it is reliable or not.

The rest of the response is not creditworthy since it describes research on eyewitness testimony rather than the issue itself.

Question 13

Many students achieved top marks on this question. The best responses demonstrated consistent engagement with stem material throughout the answer. Less successful responses tended to just describe psychological theories on eyewitness testimony with either superficial reference to the stem or without reference to it at all.

13 You are sitting with your friends on the bus on the way to school. Suddenly the bus comes to an emergency stop. You look out of the window and see an overturned tractor with lots of people running around. You are questioned the next day by the police about what you saw.

Using concepts, theories and/or research from cognitive psychology, explain why your later recall of the event might differ from others who saw the same incident.

(5)

They may have processed the event differently. For example, if someone processed the event deeply, they would be able to recall the event better than someone who ~~processed~~ used shallow processing.

The Multi-store model suggests that rehearsal transfers information from the short term memory to the long term memory. Therefore, people who spoke about the event to family and friends will have a better recall.

Trace decay theory says that without rehearsal / reinforcement, memory traces disappear through time. This is different for everyone and someone may have forgotten details of the overturned tractor quicker than someone else on the bus.

Another alternative is that seeing the overturned tractor and people running around may have been an unpleasant experience. Thus the person chose to repress the memory to protect themselves.

Finally, recall of the event may differ because of displacement. Displacement is when memories can be forgotten or displaced due to old and new memories. This could have made an individual forget certain details about the tractor and the event.



ResultsPlus Examiner Comments

This response was awarded 4 marks.

1st mark for the use of the multi-store memory model in explaining difference in recall.

2nd mark for the first and third paragraphs together. Relevant explanations are given, but neither is elaborated in enough detail to gain 1 mark on its own merits.

3rd mark for applying repression mechanism to explain differences in recall.

4th mark for the use of displacement theory as an explanation of differences in recall.

13 You are sitting with your friends on the bus on the way to school. Suddenly the bus comes to an emergency stop. You look out of the window and see an overturned tractor with lots of people running around. You are questioned the next day by the police about what you saw.

Using concepts, theories and/or research from cognitive psychology, explain why your later recall of the event might differ from others who saw the same incident.

(5)

using Trace decay theory, my recall might be different because I may not have used or rehearsed the events enough to remember them accurately. Trace decay claims that information ^{makes} changes in the brain's neural network of memory, and this creates an engram in which we have to rehearse the information to make it stronger and more retrievable. 'use it or lose it'. Another factor may be that when we saw the overturned tractor, me and my friend may have experienced different emotional states. If my friend feels trauma, she is more likely to remember more information, because of the state cue that will help her to remember

how she felt and why, this is an idea of the cue dependent theory of forgetting.

Godden and Baddeley's study proved that if the learning and recall environment are the same, then it leads to better recall, this is the idea of a context cue, if we were taken back to the scene of the tractor accident, I may be able to remember more of the situation.



ResultsPlus
Examiner Comments

This response was awarded 2 marks:

1st mark for effectively applying trace decay concept to explain the difference in recall.

2nd mark for using state-dependency concept to explain a possible difference in recall.

Godden and Baddeley's study, although appropriate in this context, is not linked explicitly to the stem and so is not creditworthy.

Question 14

Most students managed this question well, gaining between 2 and 4 marks. Some responses did not stay focused on describing main features of the laboratory experiment, but went into evaluating the method instead, thus failing to achieve the highest marks.

14 One research method commonly used in the Cognitive Approach is the laboratory experiment.

Describe the main features of the laboratory experiment as a research method.

lab experiments take place in environments that can easily be controlled e.g. generally a lab this means sure that other factors such as the weather or noise do not affect the results producing reliable results from which cause and effect conclusions can be made. As the procedures are also generally the same it also makes sure there is no bias with participants. However generally the conditions are artificial because they take in a lab (lack ecological validity) as you wouldn't normally be treated in a lab.



ResultsPlus

Examiner Comments

This response was awarded 3 marks

2 marks for the first sentence, as it mentioned control of variables, provided examples of possible variables to control (1st mark) and concluded that this allows the researcher to establish cause and effect (2nd mark).

3rd mark for the statement about artificial conditions.



ResultsPlus

Examiner Tip

Make sure you read questions carefully and stay focused throughout the answer.

14 One research method commonly used in the Cognitive Approach is the laboratory experiment.

Describe the main features of the laboratory experiment as a research method.

Laboratory experiments have a standardized procedure which make them easily replicable, and usually reliable as when they are replicated they similar results are found. However, they tend to be artificial situations and so lack ecological validity. They are also difficult to apply to real life due to the artificial situations.



ResultsPlus
Examiner Comments

This response was awarded 1 mark.

This is a weak response, where a student finds it difficult to stay focused on describing the main features of the laboratory experiment, and tends to digress into evaluation instead.

1 mark was awarded for amalgamation of points on standardised procedure and artificial conditions.

Question 15 (a)

Overall, most students scored only 1 mark for this question. This seemed to be due to the lack of elaboration necessary to achieve full marks, rather than a lack of knowledge, as most students identified the aim(s) of Godden and Baddeley's (1975) study correctly.

15 (a) Outline the aim(s) of Godden and Baddeley's (1975) study.

(2)

The aim was to see if the natural environment can act as a contextual cue for recall. e.g. encode a list of words on the beach and recalling words on the beach should lead to better recall.



ResultsPlus
Examiner Comments

This response was awarded 2 marks.

1st mark for stating the aim (to see if the natural environment can act as a cue for recall).

2nd mark for providing a specific example of contextual cues.

15 (a) Outline the aim(s) of Godden and Baddeley's (1975) study.

(2)

To investigate the LOP model of memory by using divers in wet and dry recall conditions.



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Examiner Comments

This response received no marks:

The aim stated was inaccurate

Question 15 (b)

Most students made comments about ecological validity being high because it was a natural environment for the divers, but fewer then went on to achieve 2 marks for this point by adding that results would therefore relate to real life situations. Some students lost marks for criticising task validity by not being specific enough about the task (of recalling words underwater). They simply stated that recalling a list of words is not a realistic task, which is incorrect. Some students stated that the study lacks validity because it is not a natural environment or task for non-divers. This didn't gain any marks, as this refers to generalisability rather than ecological validity.

(b) Some people view Godden and Baddeley's (1975) study as having high ecological validity, others think it has low ecological validity, and some even believe it has both.

Explain whether you think Godden and Baddeley's (1975) study has high and/or low ecological validity.

(3)

Godden and Baddeley's (1975) study may have high ecological validity, as the study took place in a natural environment and the participants were all real-life divers.

It may lack or have low ecological validity as the experiment may not represent a real-life situation, as ~~underwater~~ we would not learn and recall words ~~in a real-life situation~~ ^{underwater in a real-life situation}, so may not be realistic.



ResultsPlus Examiner Comments

This response was awarded 3 marks.

1 mark for suggesting that the study had high ecological validity because it took place in a natural environment for divers.

2 marks for the second sentence which stated that the task of learning words under water is not realistic and doesn't represent real life, so ecological validity is low.

(b) Some people view Godden and Baddeley's (1975) study as having high ecological validity, others think it has low ecological validity, and some even believe it has both.

Explain whether you think Godden and Baddeley's (1975) study has high and/or low ecological validity.

(3)

Godden and Baddeley's study did have high ecological validity in terms of the divers as they were always in or around that particular environment so it was valid for them. It also had low ecological validity as it was not valid to non-divers. Those who were not involved in any form of diving or anything related to it would not find the results useful as it was not as generalisable to them, they would not be carrying out tasks underwater normally.



ResultsPlus
Examiner Comments

This response was awarded 1 mark.

1 mark was given for identifying that the study took place in a natural environment for divers.

The second and third sentences refer to generalisability rather than ecological validity and so receive no credit.

Question 16

Overall, most students provided a variety of problems and solutions with little depth, limiting their score to 3 marks. The best responses were those in which a candidate provided descriptions of problems with explanations of the effects the problems have had or would have and considered solutions. There were often only two problems and two solutions, but they had depth. A few students listed problems only and some described one problem and/or solution, limiting themselves to 1 mark. A few students misinterpreted the question and applied the answer to a Social Psychology practical, thus losing marks.

SECTION C

Answer ALL questions. You are advised to spend approximately 25 minutes on Section C.

- 16 As part of the course requirements for cognitive psychology you will have conducted a practical using an experiment.

Outline problems you came across when planning and/or carrying out your experiment and explain how you might have addressed (or did address) these problems.

(5)

During our first pilot experiment we made everyone sit together and learn the trigram when they had to recall trigrams we found that they cheated so we conducted a separate experiment where participants had to learn trigrams individually, we found that when they learnt them individually not the same amount of cheating occurred.

We found that the trigrams could be likened to words e.g. pjs could be likened to pyjamas so we went through all the trigrams and made sure that they were difficult or hard to liken to words.

When we first did the pilot ~~study~~ ^{experiment} we found that the gender split was uneven that there were 10 boys and only 6 females so during our second experiment we made sure that we had chosen an equal number of male and female.

When we found another problem that we found is that there was more of one ethnicity than all the other ethnicities so we made our

we chose stratified sampling and ~~at~~ that all ethnicities were represented.

We also found that the aim of the study was confusing to the participants, so we had to make sure that the aim were specifically ^{clear} to the participant and we asked them if they understood what was we asking of them.



ResultsPlus

Examiner Comments

This response was awarded the full 5 marks:

Three problems were clearly identified and described and possible solutions considered.

For the second and third issues, possible effects on the outcomes of the practical were also considered.

SECTION C

Answer ALL questions. You are advised to spend approximately 25 minutes on Section C.

- 16 As part of the course requirements for cognitive psychology you will have conducted a practical using an experiment.

Outline problems you came across when planning and/or carrying out your experiment and explain how you might have addressed (or did address) these problems.

(5)

We used a ^{laboratory experiment} ~~questionnaire~~ to find out whether 'year 7's could remember more information than sixth form students'.

We showed them a powerpoint of 10 questions, which included semantic (meaning - fits in sentence?), structural (looks like - upper/lower case) and phonetic (sounds like - rhymes with another word?) processing to occur. We ~~told~~ ^{asked} them ~~to~~ if they would take part in our study so we gained consent (not informed consent). We asked 20 people in total, 10 sixth formers and 10 year 7's on separate occasions.

Overall sixth formers (aged 16-18) remembering ^{ed} 62% more of the answers in an unexpected recognition task, than year 7's.

~~and~~

We separated the two age groups so no participant variables affected our results.



ResultsPlus
Examiner Comments

This response received no marks:

The student described the procedure of the practical conducted without identifying any problems which were encountered when conducting it nor presenting their solutions.

Question 17

The vast majority of students managed to identify and describe one study of obedience from a country rather than the USA. Most students have used Meeus and Raaijmakers' study in their answer.

Students who gained top marks also **effectively** addressed evaluation and the application to real life. Most answers that didn't qualify for Level 4, lacked elaboration of the points identified and/or failed effectively to address the application to real life injunction.

*17 Following studies in the USA carried out by Milgram in 1963 and Hofling et al in 1966, obedience has been tested in many cultures across the world.

Describe and evaluate **one** study of obedience from a country **other than** the USA **and** explain how findings from this study help in understanding obedience in everyday life.

(12)

Meeus and Raaijmakers (1986) was conducted in the Netherlands. It was done to solve the problems of Milgram's (1963) experiment in that he created an ambiguous situation unless the participant was told that the shocks were dangerous but would not cause damage. The aim was to investigate obedience to an authority figure in a more liberal culture (as the Netherlands was) and using a more up-to-date form of violence—psychological. They used 39 volunteer participants who they paid. Participants thought they were taking part in a study on how stress affects performance. They thought that the Psychological Department at a University was trying new stuff and that they were going to deliver stress signals to these applicants during a test that was vital to the applicants' success. There were 15 stress signals and these only appeared on the screen incrementally before the participant had to say the word. Examples of signals are "if you continue to answer like this, you are going to fail the test" and "this job is much too difficult for you, according

"The job is much too difficult for you, according to the test". The candidates were actually confederates. The participant heard the research give the participant false information - about the test (that it would not affect the job prospects). The participants also received false information about how stressed the participant was getting. If the participant did not want to deliver a stress remark, they were prompted to continue. $\frac{2}{3}$ s of the way through the 'candidates' accused the research of giving false information and withdrew their right to continue. 92% participants delivered all stress remarks. There was little resistance. 96% of participants said they believed that they were having a dealery with a real situation. Participants reported that they "intensely disliked" delivering the stress remarks. Meers and Knappstein concluded that it was easier to follow orders to administer psychological violence than physical violence. The level of obedience was higher than that found in Milgram (1963). The results of the study support Milgram's Agency Theory (1974) and can be applied to explaining real life events. It can explain why people follow orders to join in with acts of physical psychological violence such as bullying, peeps because it is less directly violent. It can also explain atrocities such as those of WWII as many Nazis obeyed Hitler's (the authority figure's) orders to be psychologically violent. The study debriefed participants thoroughly and gave them a follow up questionnaire by mail a year later. The study has great population validity like Milgram as it

used both male and female participants and so are generalisable. The study used careful controls and so could be replicated to test for its reliability. The study is still ethically questionable as participants reported that they "intensely disliked" delivery to stress scenarios, however debriefing showed no signs of long-term psychological harm. The study has questionable experimental validity as 6% reported that they didn't believe the situation was real. It is also unlikely that a university would be a candidate for a job, abuse them verbally and not allow them the right to withdraw. The sampling is an issue as the participants were volunteers and so may have been motivated because of this. However this was an ethical method of sampling. It can explain why we obey in every day life as we obey authority figures such as teachers and parents and do so because we are socialised to do so from a young age. The study was ethically questionable as participants were deceived and not told the true aims of the study. Informed consent was not gained and they were not told that participants were ended if participants were smiling they didn't want to. However, it would have been most implausible to conduct the experiment without deceiving the participants. Participants may have guessed the aims of the study and exhibited demand characteristics, they would have wanted to

validity of the results were
confounded.

(Total for Question 17 = 12 marks)

TOTAL FOR SECTION C = 17 MARKS



ResultsPlus
Examiner Comments

Level 4 - 12 marks

This response addressed all three injunctions of description, evaluation and application very well. The description is detailed, but to the point. All relevant features of the procedure are mentioned (including verbal prods given to the participants and examples of the remarks they have to deliver). Evaluation is clearly structured and most points are well elaborated upon. Application to real life is dealt with effectively as well by using an example of Nazi soldiers and explaining the influence of the authority figure in influencing atrocities such as this.

*17 Following studies in the USA carried out by Milgram in 1963 and Hofling et al in 1966, obedience has been tested in many cultures across the world.

Describe and evaluate **one** study of obedience from a country **other than** the USA and explain how findings from this study help in understanding obedience in everyday life.

The Meers and Keesing study (12) psycho-administrative study
aim was to investigate whether psycho-administrative studies would create more or less obedience in everyday situations compared to Milgram's study. To see if obedience is the same level 20 years later than Milgram's in a more liberal culture. To see if participants would obey to harming causing harm even if they knew they were causing damage.

~~30 participants were collected~~ A lab experiment where 29 participants were collected who were invited in a university in Holland. They told the participants that the psychology department was interviewing job applicants and wanted to investigate the effects of stress on test scores. The job applicants were confidential. The experimental group of 15 participants took part in the experimental condition, 14 participants were in the control group.

15 The experimental group of 15 participants took part in the experimental condition, 14 participants were in the control group.

administrators to tell to the job applicants and give us increasingly distancing comments such as 'your answer to that question is wrong', to 'better apply for lower functions'. If the participant stopped, the experimenter would give 2/3 of the way through the The experimenter had to act as if they were getting stressed, 2/3 of the way through, the applicant accessed the records of false information and withdrew. Before the questions were given to the applicant electrodes were fitted to the head of the applicant to measure stress levels.

The participant was fully debriefed after the study. There was also a control group of 15 who did not have to give any comments. Variations were conducted one where 2 peers to rebelled and one with the experimenter absent.

With the experimenter present 87% of the participants gave all the remarks with the experimenter absent 36.6% of participants gave all the remarks, with the 2 peers rebelling 15.8% gave all the remarks and no-one gave any remarks in the control group. In conclusion the level of obedience is still high 26 years later, however it was a higher level of obedience showing people are more likely to obey to give psychological harm rather than physical harm. When the experimenter was absent the decline was due to not being able to defer the responsibility, they were not

agents of the researcher. ~~A~~

The aim was withheld and therefore the participants were less likely to guess the aim reducing chance of demand characteristics.

It was a lab experiment where conditions were carefully controlled and therefore it can be replicated to test for reliability.

~~There were only~~ However there were only 31 participants Dutch participants so it is not very generalisable and ~~can't repeat~~ not reproducible to the wider population. ~~The~~ Deception was made by not telling the participants the true aim and about the confederate. Also they were not protected as they did intensely dislike giving the remark. However informed consent was given and the right to withdraw but this was made hard with the verbal prods.

~~It has application to real life as it can c~~

It was a lab experiment so an artificial environment where the participants may not behave naturally but it was ~~an~~ a real life situation enhancing ~~research~~ realism and ecological validity.

Validity was lowered as it is unrealistic for a ~~person~~ ~~was~~ ~~doing~~ a job applicant to have an electrode put on their head.

It has application as it helps explain that the Germans obeyed to persecute the Jews, not because of culture but because of the situation they were in.

★ The participants made it clear that they intensely disliked giving the remarks and found it very unfair. They were relieved when they found they were not causing harm.
(Total for Question 17 = 12 marks)



ResultsPlus
Examiner Comments

Level 3 - 9 marks

This response also offers effective description and evaluation. Unfortunately, application to real life is not tackled well, thus preventing the candidate from scoring a higher mark.

*17 Following studies in the USA carried out by Milgram in 1963 and Hofling et al in 1966, obedience has been tested in many cultures across the world.

APRCP

GRAVE

Describe and evaluate **one** study of obedience from a country **other than** the USA and explain how findings from this study help in understanding obedience in everyday life.

(12)

A study of obedience from a country other than USA was a study conducted in Netherlands by Meus and Raaijmakers.

The aim of the study was to investigate ~~whether~~ whether a participant would obey to discriminate an innocent job applicant.

~~The procedure~~ ~~states~~ The participant was told to harass and discriminate a job applicant during a job interview.

The results showed that 92% of the participants who took part in the study did obey and therefore discriminated the job applicant.

The conclusion of the study was that even in the more liberal culture people will obey the authority.

The participant sample were ~~adult~~

Dutch adult men from normal public life in Milgram's study, participants weren't told the real aim of the study because it would ruin the results so ~~the~~ deception was used.

The results are valid due to the fact that the results are even higher than Milgram's results are. This may suggest that psychological harm was more acceptable than the physical harm.

The study can be generalised because it tested normal Dutch adults from the liberal culture who represented the whole society.

The study is also replicable because it was conducted in the lab therefore it was well controlled.

These findings help to understand the obedience - whenever we recognise the authority we react with obedience, nevertheless ~~if~~ ^{we} if you are from a more liberal culture, ~~and we were asked to harm another person.~~



ResultsPlus
Examiner Comments

Level 1 - 3 marks

In this response description is very limited, too often resulting in generalised sentences. Only a limited amount of detail about procedure and findings is included. Evaluation seems to follow the GRAVE procedure, but as none of the points are elaborated on, the response cannot go beyond Level 1. Some evaluation points (such as ethics) are inaccurate and cannot be credited.

Paper Summary

Based on the overall performance on this paper, students would benefit from the following advice:

- Always check to see whether the multiple choice questions are asking for **one** or **two** answers to be chosen.
- Read the questions carefully, and make sure that you are describing what is asked for. For instance, if a question asks for **findings** of a study, make sure you don't include **procedure**.
- When answering a scenario-based question, always link theories/studies to the stem.
- Make sure that you can both **describe** key issues studied in Social and Cognitive approaches, and **explain** them using research evidence. These are two different skills required by the specification.
- Always elaborate on your answer; explain why a study has low ecological validity or poor control of extraneous variables, and what are the implications of this for the study.
- Use psychological terminology at all times throughout the paper, especially in the essay.

Ofqual



Llywodraeth Cynulliad Cymru
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