

Obedience - Mark Scheme

Q1.

[AO1 = 2]

2 marks for a clear and coherent outline.

1 mark for limited / muddled outline.

Possible content:

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

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

[2]

Q2.

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

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

(a) AO3 = 4

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

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

(b) AO3 = 2

1 mark for identification of a way of dealing with the issue and a further mark for elaboration.

For example, deception could be dealt with by debriefing the participant. It would have to be explained why it was necessary to deceive them and answer any questions that they might have wanted to ask, as well as reassuring them.

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

Q3.

AO2 = 4

Reasons why people are less likely to obey might include:

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

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

Q4.

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

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

AO3 = 4

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

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

AO3 Interpretation of data
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of what the data suggest about obedience. There is appropriate selection of material to address the question.
3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.

1 mark Very brief/flawed or inappropriate

Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.

0 marks

No creditworthy material.

Q5.

AO3 = 2 + 2

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

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

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

Q6.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Knowledge of the authoritarian personality is accurate with some detail. Discussion of the authoritarian personality as an explanation of obedience is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and effective. Specialist terminology is used effectively.
3	5 – 6	Knowledge of the authoritarian personality is evident but there are occasional inaccuracies/omissions. Discussion of the authoritarian personality as an explanation of obedience is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3 – 4	Limited knowledge of the authoritarian personality is present. Focus is mainly on description. Any discussion of the authoritarian personality as an explanation of obedience is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 2	Knowledge of the authoritarian personality is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.

	0	No relevant content.
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AO1 Possible content:

- authoritarian personality is a collection of traits developed from strict/rigid parenting
- examples of traits – conformist/conventional/dogmatic/hostile towards those of perceived lower status (scapegoating)
- obedient/servile towards people of perceived higher status.
- assessment of the authoritarian personality using the F-scale

AO3 Possible discussion points:

- dispositional explanations cannot explain obedience in entire societies
- research findings in obedience studies, eg Milgram can be more readily explained by situational factors
- use of evidence/analysis of evidence to illustrate the validity of the explanation, eg using the F-scale
- methodological evaluation of evidence if used to discuss the strength, or otherwise, of the explanation
- comparison with alternatives.

Credit other relevant information.

Answers that just describe the authoritarian personality with no reference to obedience can receive a maximum of 3 marks

Q7.

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AO1 = 6

AO2 = 6

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

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

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

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

AO1 Knowledge and understanding	AO2 Application of knowledge and understanding
<p>6 marks Accurate and reasonably detailed Accurate and reasonably detailed explanation that demonstrates sound knowledge and understanding of why people obey. There is appropriate selection of material to address the question.</p>	<p>6 marks Effective evaluation Effective use of material to address the question and provide informed commentary. Effective evaluation of research. Broad range of issues and / or evidence in reasonable depth, or a narrower range in greater depth. Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p>5 – 4 marks Less detailed but generally accurate Less detailed but generally accurate explanation that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</p>	<p>5 – 4 marks Reasonable evaluation Material is not always used effectively but produces a reasonable commentary. Reasonable evaluation of research. A range of issues and/or evidence in limited depth, or a narrower range in greater depth. Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p>3 – 2 marks Basic Basic explanation that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</p>	<p>3 – 2 marks Basic evaluation The use of material provides only a basic commentary. Basic evaluation of research. Superficial consideration of a restricted range of issues and/or evidence. Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p>1 mark Very brief / flawed or inappropriate Very brief or flawed explanation demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.</p>	<p>1 mark Rudimentary evaluation The use of material provides only a rudimentary commentary. Evaluation of research is just discernible or absent. Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p>0 marks No creditworthy material.</p>	<p>0 marks No creditworthy material.</p>

Q8.

[AO1 = 6 AO3 = 6]

Level	Marks	Description
4	10 – 12	Knowledge of the research into the effect of situational variables is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively.
3	7 – 9	Knowledge of the research into the effect of situational variables is evident, but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.
2	4 – 6	Limited knowledge of the research into the effect of situational variables is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. Or knowledge of the research into the effect of situational variables at level 4 can be awarded 6 marks.
1	1 – 3	Knowledge of the research into the effect of situational variables is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible Content:

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

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

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

- Analysis of the effects of variations
- Discussion of reasons why rate of obedience changes (agentic/autonomous state; legitimacy of authority; personality/dispositional factors)
- Methodological evaluation of research when used to analyse the variables eg demand characteristics, external validity may be more a feature of some variations than others

- Use of systematic procedures to ensure that cause and effect could be established. This enables conclusions to be drawn
- Use of evidence/real-life examples to support or contradict the research into the effect of variables eg Mandel (1998) – mass killing of Jews was undertaken in close proximity of the victims without protest; Slater’s (2006) study in a virtual environment included a condition where the participant had to shock the learner via text from a mobile phone.

Credit other relevant limitations.

Q9.

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

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

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

AO1

Marks for description / elaboration of at least two explanations of defiance of

authority. Likely explanations: the influence of disobedient role models / presence of social support; internal locus of control - being in an autonomous state; past experience. Also credit the inverse of factors / explanations usually used to explain obedience to authority, eg (lack of) proximity of authority figure; proximity of victim; (lack of) legitimacy of authority figure / uniform / setting; (lack of) authoritarian personality. Credit description of relevant evidence up to two marks. Likely studies include Milgram 1963, 1974, Bickman 1974, Hofling 1966, Feldman and Schelbe 1972, Gamson 1982, Hamilton 1978, Rochat and Modigliani 1995.

AO3

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