



Examiners' Report June 2024

IAL Psychology WPS01 01

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Introduction

The paper is divided into Social and Cognitive sections. A range of questions allows candidates the opportunity to demonstrate their psychological knowledge and skills. Good knowledge and understanding was shown equally across both sections and responses confirmed that candidates had covered the content in sufficient depth to access the marks.

All questions on the paper were attempted, in most cases. Although there were a few blank responses, they were not associated with any specific part of the paper indicating that candidates approached this paper confidently and were able to complete it in the time available.

Questions testing strengths, weaknesses and improvements remain an area for development. The 'explain' command term includes an AO3 justification/exemplification mark. This must be sufficiently developed to justify the strength, weakness or improvement already mentioned. Often these responses were generic and did not relate to specific details about the study or theory identified in the question.

Candidates approached the extended response questions positively and demonstrated accurate knowledge and understanding of the topics. To access the higher marking levels, candidates are encouraged to develop their chains of reasoning in the evaluation. An awareness of competing arguments is helpful to present a balanced conclusion.

Question 1 (a)

This question requires two aims of the contemporary study by Burger (2009). There are many different aims of Burger which are acceptable and a mark is credited for each aim. Most candidates knew two aims and were able to access these marks.

1 In social psychology you will have learned about the following contemporary study in detail:

- Burger (2009).

(a) State **two** aims of the study by Burger (2009).

(2)

- 1 To replicate Milgram's (1963) obedience study in a contemporary society and see if any changes in rates of obedience would occur
- 2 To replicate Milgram's (1963) obedience study in a more ethical way



This response gains 2 marks, one for each aim.

Question 1 (b)

There are 4 description marks for the procedure of the modelled refusal condition of Burger's (2009) study in this question.

Many candidates gave a generic answer describing the base condition of the study rather than the modelled refusal condition. Specific reference must be made to second confederate who acted as another participant to explain this part of Burger's study. Candidates who did identify this confederate often achieved full marks. Some candidates included results and sample details which also did not gain credit as the question was only asking about the procedure.

(b) Describe the procedure used by Burger (2009) in the modelled refusal condition of his study.

(4)

In model refusal condition there was another "teacher" who was another confederate, who administered shocks first while the real participant teacher observed, ~~At~~ At 90V the confederate teacher turned to the participant and said "I don't know if I can go on" and then refused to continue, ~~At~~ To which then the experimenter instructed the participant teacher to take over administering shocks.



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Examiner Comments

This response gains 3 marks:

- 1 for the confederate administering the shocks.
- A second for confederate refusing to continue.
- A third for the examiner instructed the participant to take over.

Total: 3 marks



Read the question carefully to make sure you are answering correctly.

Question 2 (a)

This question asks for an accurate statement of what is meant by obedience. It is easy to use the word 'obey' in the statement which is tautological and does not achieve marks. It is also necessary to mention some sort of authority figure and indicate that their orders are carried out. Candidates obviously knew what obedience means but did not always express their response clearly.

- 2 Stuart was driving his car down a busy road when a police officer signalled for him to stop. The police officer asked Stuart to wait until the police had moved a car that had broken down on the road ahead of him. Stuart waited until the police officer gave him permission to continue driving.

(a) State what is meant by the term 'obedience'.

(1)

Obedience is when a person / agent obeys
the authority figures



This has the makings of a good response and the candidate knows that an authority figure is involved. But it is not enough to get the mark as the word obey is too close to the concept.

Question 2 (b)

This question has 2 application marks. Each mark must relate to the scenario about Stuart in terms of agency theory.

Candidates engaged well with this context. Popular responses included noting the policeman as an authority figure and Stuart moving to an agentic state. A second mark was often achieved by the idea of shifting responsibility for Stuart's actions onto the policeman. Some candidates used expert or coercive power as a reason for Stuart's obedience which is linked to social power theory rather than agency theory.

(b) Describe, using agency theory, why Stuart followed the instructions of the police officer.

(2)

According to agency theory in the face of legitimate authority there is an agentic shift that makes us shift to the agentic state where we ~~are~~ follow direct orders from an authority figure and believe that what we do is in their control. Stuart in the face of legitimate authority meaning the police he went to the agentic state where he felt that he has to obey direct orders from the authority figure.



The first part of this response is not directly referring to the context of the question. 1 mark is credited for Stuart going to an agentic state and obeying the authority figure – the policeman.

Question 3 (a)

This question is an application question worth 2 marks. Candidates have to identify the correct sampling technique from the scenario.

Although many candidates correctly identified an opportunity sample, there is still some confusion about what opportunity sampling is. Random sampling was another popular, although incorrect, response. To achieve the second mark, candidates described the technique by saying that Freda asked 20 people who were available in her local shop on the Tuesday.

- 3** Freda investigated conformity to majority influence using a semi-structured interview. She went to a local shop on a Tuesday and asked 20 people to take part in her interview.

Freda had prepared two scenarios describing a majority group trying to encourage a person to conform. She asked all the participants to state whether they would conform in each scenario and then explain their answers in detail.

- (a) Describe the sampling technique used by Freda in her investigation.

(2)

Freda used opportunity sampling as she simply asked people who happened to be available.



Opportunity sample is correctly identified from the scenario for 1 mark.



Make sure you know the four sampling techniques.

Question 3 (b)

This question asks for two improvements to Freda's study. Responses must relate to the context and take Freda's study into account such as the scenarios she uses or the fact that she goes to the local shop.

A number of responses were generic with no reference to the context. It is important that a positive improvement is outlined as some candidates talked about a weakness but did not turn it into an improvement. There is also a justification mark for each improvement so it is valuable to say how this will improve the study. Changing the research method should not be suggested as an improvement and a larger sample is not enough on its own.

Popular answers were to improve generalisability by sampling more shops or using a different sampling technique such as stratified or random

(b) Explain **two** improvements Freda could make to her investigation.

(4)

1. One improvement Freda could make is by using a stratified sample instead of an opportunity sample. This would increase the representativeness of her sample by selecting participants representative of the demographics of the target population which would increase the generalisability of her sample to not just her local area but other areas using participants outside of her local area.
2. Freda could make an improvement by also using Likert scales in her interview as a form of quantitative questions to measure the likelihood of the participants conforming to the two scenarios rather than just asking if they'd conform. This would increase the internal validity of her findings making them more valid.



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Examiner Comments

The first improvement refers to the context by mentioning her local area. The sampling technique is something that could improve the findings and the AO3 point is made with the idea that it would be more representative of her target population.

Total: 3 marks



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Examiner Tip

Say why the improvement will make the study better.

Question 4 (a)

Candidates have to write a closed question that would be suitable for Preeti to use in her study on obedience at the zoo.

There were a wide variety of suitable answers; answers could use a Likert scale or simple yes/no. Other suitable options were considered. Candidates were quite inventive with their questions. Not all questions were followed with a limited choice of answer so might not have been closed questions and did not always gain credit.

- 4 Preeti investigated whether people would obey a zookeeper or a member of the public if they were told to stop knocking on the glass of the monkey enclosure. She asked her participants a closed-ended question.

(a) Give **one** example of a closed-ended question that Preeti could have asked her participants.

(1)

Do you perceive a zookeeper as a legitimate authority figure (yes/no)?



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This is a suitable question. The yes/no at the end ensures it is a closed question and gains credit.



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Examiner Tip

Use yes/no format with closed questions.

Question 4 (b)

This question requires the identification of a strength of Preeti's study. 1 mark is available for identifying the strength and a further mark for justification of that strength.

Many candidates could identify a strength but did not justify why it was a strength to gain the AO3 mark. Popular strengths included using closed answer questions which have yes or no responses allowing them to be interpreted objectively or that such questionnaires can be repeated at a later date. A number of responses were generic and made no reference to Preeti's obedience study. Candidates are reminded to use the context in their responses.

(b) Explain **one** strength of Preeti using a closed-ended question in her investigation.

(2)

One strength of Preeti using a closed-ended question in her investigation about people obeying a zookeeper or a member of the public if they were told to stop knocking the glass of the monkey enclosure is that the data can be gathered quickly and in a form which when analysed can be turned into quantitative data for more valid (Total for Question 4 = 3 marks)

results.



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Examiner Comments

A strength has been identified as the data is easily analysed and collected quickly. This response is clearly linked to the scenario gaining the AO2 mark but there is no indication of why this is a strength so the AO3 mark is not credited.

Total: 1 mark



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Examiner Tip

Identify a strength and then state why it is a strength.

Question 5

This is an open response question with 4 description marks and 4 evaluation marks. There is equal emphasis between knowledge/understanding and evaluation/conclusion.

Candidates had a good understanding of the social power theory and were able to outline the different powers clearly using examples. Real life applications were given in support of the theory with Holocaust or My Lai examples. Some Milgram experiments were used effectively to support legitimate and expert power. Social Impact theory was used in some responses as a relevant alternative theory. The description was written more confidently than the evaluation. A number of responses confused social impact and social power theories.

5 Evaluate how well social power theory can account for obedience.

(8)

The social power theory by French and Raven is based on both positional and personal power such as legitimate power, coercive power, information power, expert power and referent power.

Legitimate power is the belief that an individual has the formal right to make demands, for example a president. This type of power is associated with the position held rather than the individual themselves, the individual is also limited to situations in which they can control.

Coercive power is the type of power where an individual could punish disobedience or noncompliance. The individual has the power to fire, demote or punish individuals who do not obey and it is problematic as it may lead to dissatisfaction.

Expert power is power that comes from having skills or knowledge that make the individual worthy of obedience in certain fields where they are seen to have superior knowledge.

The study conducted by Milgram showed that 65% of participants obeyed an experimenter who told them to administer shocks to a innocent individual this provides evidence for the social power theory as the experimenter had expert power which lead to obedience.

Coercive power needs surveillance and since an authority figure may not ~~also~~ always be in a position to supervise it would reduce obedience reducing the extent to which the social power theory could account for obedience.

Other theories such as the agency theory may provide better explanations as to why individuals obey as it takes into account the mental shifts from autonomous state to a agentic state.

Soldiers in the Holocaust followed instructions as the ~~tot~~ ^{lieutenant} ~~lieutenant~~ had legitimate power over them providing evidence for the social power theory.

(Total for Question 5 = 8 marks)



This response shows accurate and thorough knowledge and understanding of social power theory. It reaches level 4. The evaluation is well developed reaching level 3. It is a good example of a good essay under exam conditions and has been placed at the bottom of level 4.

Total: 7 marks

Question 6 (a)

There are 3 marks available in this question for the correct calculation of the standard deviation. A number of candidates did not attempt this question but most candidates approached it confidently. It is useful to show workings in these calculations as marks can be credited even if the final answer is incorrect.

6 Lev investigated the capacity of short-term memory. He conducted an experiment with six participants. Lev showed participants an image containing 20 common objects, such as a pen, cup and lamp. Lev recorded the number of objects correctly recalled by each participant.

(a) Calculate the standard deviation for the data gathered by Lev by completing **Table 1**.

The formulae and statistical tables can be found at the front of this paper.

You **must** give your answer to **two** decimal places.

(3)

	Number of correctly recalled objects	$(x - \bar{x})$	$(x - \bar{x})^2$
A	10	0.5	0.25
B	9	-0.5	0.25
C	7	-2.5	6.25
D	11	1.5	2.25
E	12	2.5	6.25
F	8	1.5	2.25
Mean score $\bar{x} = 9.5$		Sum of differences ² = 17,5	
Standard deviation = 1,87			

Table 1

Space for calculations

$$\sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

$$\frac{17,5}{5} = 3,5$$

$$\sqrt{3,5} = 1,87$$



This response is clearly presented so that each stage can be seen.

Total: 3 marks



Include your workings for calculations.

Question 6 (b)

This question requires candidates to draw a graph of the results from the table.

The best answers were able to gain all 3 marks for an accurate title, accurate labelling and accurate plotting. Some answers did not give an accurate title nor label the axes accurately. When labelling axes, candidates should ensure their axes are on a sensible scale. They should be fully labelled. In this case it was important to know which experiment was the original and which was the replication. It can be difficult to show scores of 9.5 and 8.5 so the scale needs to be carefully considered and the bars plotted carefully. Candidates should be aware that the bars in a bar chart do not touch.

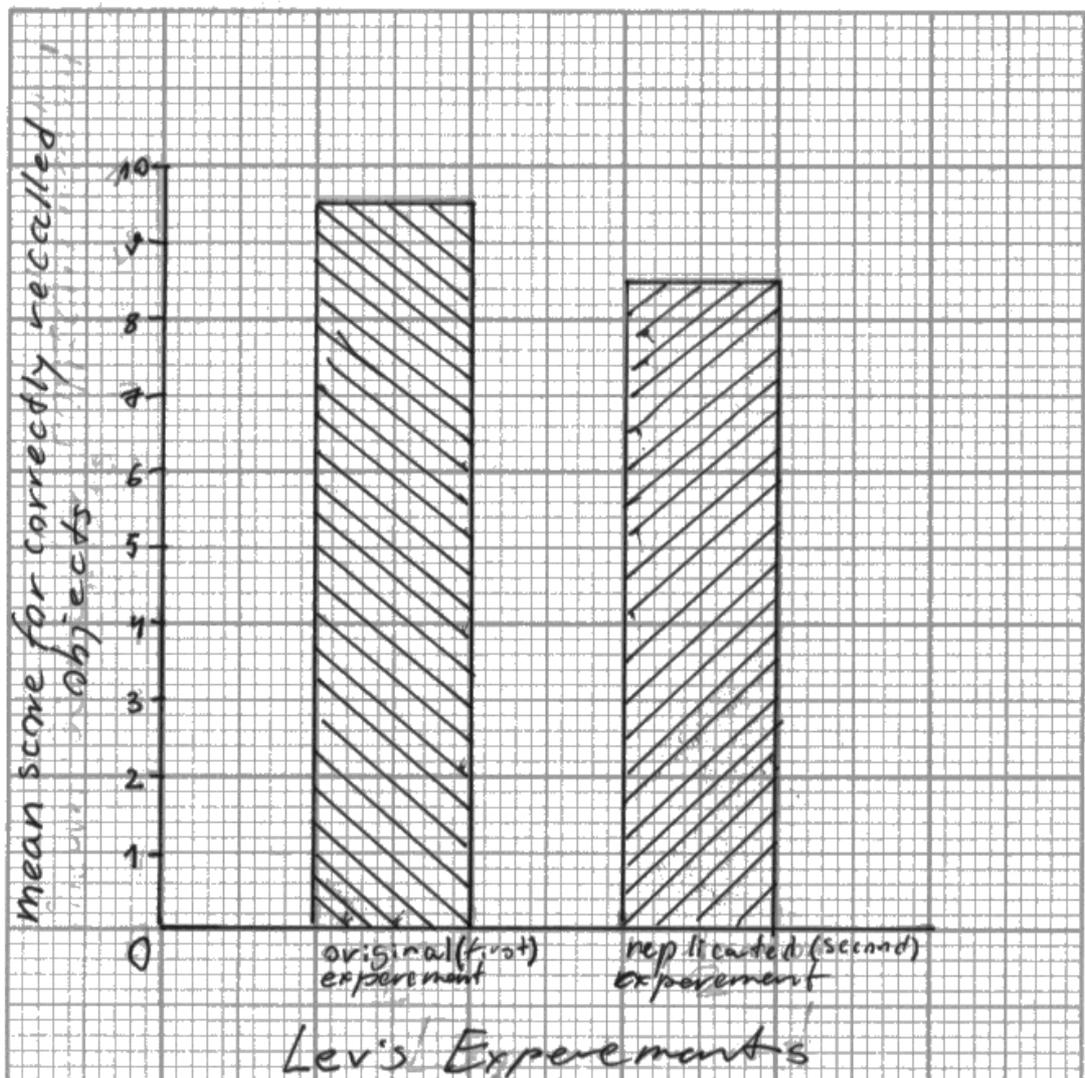
(b) Lev replicated his experiment with a different group of six participants to check his results.

He found a mean score of 8.5 correctly recalled objects in his replication, compared to a mean score of 9.5 for his first experiment.

Draw a bar chart to show the mean scores for correctly recalled objects in both of Lev's experiments.

(3)

Title Bar chart to show the mean scores for correctly recalled objects in both Lev's experiments:





- 1 mark is credited for the title.
- 1 mark is credited for the axes.
- 1 mark is credited for plotting the bars.

Total: 3 marks



Fully label the axes on a graph.

Question 6 (c)

There are 2 marks available to describe an ethical issue that Lev should have considered.

To get the marks it is essential that the ethical issue is relevant to Lev and to an experiment on short term memory. Many responses focused on ethical issues but they were often generic and not linked to Lev's experiment at all. Informed consent was the most popular answer although stress could also be used effectively. A number of candidates talked about recall of words rather than objects which is inaccurate. It is important to engage with the scenario.

(c) Describe **one** ethical issue that Lev should have considered in his experiments.

(2)

One ethical issue Lev should consider is the age of his participants. All his participants must be aged 16 or above according to BPS guidelines as they must give informed consent before they take part in Lev's experiment on the capacity of short-term memory.



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A mark is given for the ethical issue of informed consent (which could be given by a parent or guardian). Age would be a different ethical issue. The issue has not been developed for the second mark.

Total: 1 mark



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Examiner Tip

Link the answer back to the scenario.

Question 7 (a)

There are 2 marks available for describing what is meant by a schema.

Candidates were confident with their knowledge and many gained 1 mark for the idea of a mental construct which is based on previous knowledge and experiences. A number of responses picked up on the idea of 'filling in the gaps' with schema and a few described the role in processing new information. It is useful to look at the mark allocation to gauge the depth of answer required.

7 In your studies of cognitive psychology, you will have learned about reconstructive memory (Bartlett, 1932), including schema theory.

(a) Describe what is meant by the term 'schema'.

(2)

schemas are mental structures that interpret information that represents an individual's knowledge ^{about} the world. When ~~an~~ an individual observes and processes information schemas fill in any gaps in their knowledge. They contain information on the world, culture, events, people and expectations of an individual gathered from past experiences.



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The first point about mental structure and knowledge of the world gets 1 mark. This is elaborated further at the end of the response. A second mark is given for filling in gaps.

Total: 2 marks



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Look at the mark allocation to judge the depth of response needed.

Question 7 (b)

1 mark is available here for an accurate identification of a strength of reconstructive memory and 1 mark for justification of that strength.

A number of candidates left this item blank. Many who did attempt this question used Bartlett's War of the Ghosts study to support the theory. To get both marks the justification needs to link the study's findings back to the theory. Candidates are inclined to confuse the theory and the study and this question was often answered as if it were a strength of the study instead.

(b) Explain **one** strength of reconstructive memory (Bartlett, 1932) as an explanation of memory.

(2)

It is supported by evidence, the study War of the Ghost by Bartlett. The study shows that participants transformed words like 'canoes' to 'boat' to fit their schema. This findings suggests that memory are actively constructed base on schema, supporting the theory.



A strength is identified – there is supporting evidence from the War of the Ghosts. This is quite a weak identification point. It is linked to the theory with the idea of active reconstruction gaining the exemplification mark.

Total: 2 marks

Question 8 (a)

This question requires the scenario to be described using the working memory model, more specifically the visuo-spatial sketchpad.

Candidates did not readily engage with this scenario and responses tended to repeat the stem of the question rather than looking at the visuo spatial sketchpad's role. A number of responses tried to use other models such as multistore model or reconstructive memory, suggesting some confusion with memory models. A key point was looking at overload of the system and some candidates managed to use this idea effectively.

- 8 Korie was watching a television programme whilst tidying his kitchen. During an interesting part of this programme, Korie did not notice an open cupboard door in his kitchen. Korie walked into the open cupboard door and banged his head.

(a) Describe, using the visual-spatial sketchpad, why Korie did not notice the open cupboard door.

(2)

Visual spatial sketchpad process visual information. Like image, dimensions and position of an object in the environment. Korie didn't notice an open cupboard door in his kitchen and banged his head because he was processing the interesting part of the TV programme. This overloads the VSSP, so then he didn't notice the cupboard door.



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This response recognises that the VSS is overloaded and is credited with 1 mark. There is no development or mention of spatial processing to allow the second mark.

Total: 1 mark

8 Korie was watching a television programme whilst tidying his kitchen. During an interesting part of this programme, Korie did not notice an open cupboard door in his kitchen. Korie walked into the open cupboard door and banged his head.

(a) Describe, using the visual-spatial sketchpad, why Korie did not notice the open cupboard door.

(2)

Korie most likely did not notice the open cupboard as his visuospatial sketchpad was overloaded with the other things he was doing for e.g. watching tv he was making mental images of the tv program in his head there for not processing his surroundings.



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Both parts of this response are clearly linked to the scenario and mention the idea of processing.

Total: 2 marks

Question 8 (b)

For this question there is 1 application mark and 1 justification mark for each weakness.

Weaknesses were often not developed sufficiently to get full marks as the justification points were not clearly made. A number of candidates achieved marks for one weakness by using the idea that visual and spatial information might not be just one system and exemplifying with Lieberman's study. This required good understanding of the working memory model. Some candidates tried to use lack of knowledge of the role of the long term memory as a weakness but found it difficult to develop. The question must be applied to the context and a significant number of responses did not relate to Korie's situation and were thus generic.

(b) Explain **two** weaknesses of using the working memory model (Baddeley and Hitch, 1974) to explain why Korie did not notice the open cupboard door.

(4)

1. ~~Baddeley and Hitch~~ It gives little to no explanation of what the central executive does apart from working as an attention control. Its actual process is not clearly ~~st~~ shown in the B and H working memory model. Therefore we cannot blame fully the central executive for not shifting Korie's attention to the ~~*~~
2. The Visuo-spatial sketchpad is also criticised as Lieberman suggests blind people have perfect excellent spatial awareness even if they've never gotten visual information. Therefore the model's reductionistic nature and the criticism toward the visuospatial sketchpad means Korie's accident cannot be fully explained by this.

(Total for Question 8 = 6 marks)

* open cupboard.



This response has applied weaknesses to the scenario. In the first weakness there is an AO2 mark but it is not sufficiently developed to obtain the justification mark.

The second weakness has just referred to the context and provided exemplification so is awarded both marks.

Total: 3 marks

Question 9

This 8 mark open-response question asks candidates to evaluate the multi store model of memory. In evaluate essays there is equal emphasis on the AO1 and the AO3, therefore candidates should make sure both are equal and both are developed.

Candidates showed good understanding of the model and were able to describe the key features in good detail. Often, capacity, duration and encoding would be reported. Some less developed responses did not include the sensory store. Responses mostly covered a couple of evaluative points such as support from HM or Peterson and Peterson. There was some awareness that it was an early model so had been replaced in part. The evaluation was mostly superficial and did not show logical chains of reasoning.

9 Evaluate the multi-store model of memory (Atkinson and Shiffrin, 1968).

(8)

Atkinson and Shiffrin created the multi-store model of memory as an explanation to how memory is stored and obtained by and retained. The theory consists of three parts, the sensory stage which retains memory for ~~3~~ ^{or} seconds until the information is given attention where it then is stored by the short term store for 15-30 seconds, which was found by Peterson and Peterson and can store ~~5-7~~ ⁵⁻⁷ chunks of information in an auditory form after rehearsal of that information it becomes encoded into the long term store which has an unlimited capacity and can be stored for a lifetime.

Peterson and Peterson's study ~~showed~~ found that 90% of their participants could not recall their memory after undergoing an interruption task during the process of rehearsal for 18 seconds, thus ^{validating} showing the importance of rehearsal in memory, ~~which~~.

Henry Molaison can be used in order to show that there are different parts to storing memory ~~as~~ because after he had his hippocampus removed in a surgery due to him suffering epileptic seizures, he H.M. could not ~~recall~~ create new memories, however, he was capable of remembering memories from 6-16 years in his past, thus ^{validating} the multi-store memory model.

However, the theory is far too simplistic due to its overemphasis of the importance of rehearsal and due to not ~~being~~ giving a detailed explanation into how the short term store works, unlike Baddeley and Hitchcock's working memory model which provides an in-depth explanation.

to how the short term store works.



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This essay is quite concise but it has accurate knowledge and understanding of the multistore model of memory. Some judgements such as the model is too simplistic are made based on evidence allowing it to be placed in level 3.

Total: 5 marks

The Multi Store Model of memory is a linear model and an explanation of how our memory works. It suggests that if given attention information goes from our sensory input into the short-term memory and if rehearsed it transfers to the long term memory. According to Atkinson and Shiffrin, the STM has a capacity of 5-9 items which was supported by Miller's magic number 7 experiment where his results showed that the STM has a capacity of 7 ± 2 items. The STM has a duration capacity (how long information can stay there before either getting lost or encoded into LTM) of 15-30 seconds, this was proved by Peterson and Peterson where they found out that the average capacity of the STM is 18 seconds. The model can also explain cases such as H.M. and C.F. H.M. had trouble forming new memories, but could recall memories from before his surgery. This suggests that his LTM was intact but his STM was damaged. Even though MSM has various studies supporting it it is a very

simplified model of memory and it doesn't go into detail with STM or LTM. Working memory model is a improved version of MSM, which goes into detail of how the STM works. And Tulving also suggested a more detailed version of the LTM. Both of these are based off of MSM, but provide a better understanding of how memory works. The ^{case} study of K.L (a man who got a motorcycle accident) also cannot be explained by MSM.



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Examiner Comments

This essay has thorough description of the multi store model. The evaluation is less developed in level 2 but overall it just reaches a level 3 response.

Total: 5 marks



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Examiner Tip

Develop evaluative points to reach the higher marking levels

Question 10

This 12 mark essay requires candidates to assess the effect of personality and gender on obedience.

The best answers were able to show accurate and thorough knowledge of personality such as authoritarian personality and locus of control. Issues of gender were investigated as well. This was combined with a well-developed logical argument that had a balanced judgement/decision, with the judgements/decisions often being spread throughout the essay. Implications of research were also considered. Other answers were weaker on the AO3 points, producing statements with some development or providing an imbalanced response. Some responses offered very little AO3 at all.

10 To what extent do individual differences (personality and gender) influence obedience?

(12)

Obedience ~~is~~ occurs when someone obeys the orders or instructions of an authority figure. Agency theory states that everyone can obey if put in certain conditions, which are situational factors. However ~~it can also~~ obedience can also be influenced by individual factors like gender and personality.

The agency theory ~~is~~ states that ~~for obedience to occur~~ when obedience occurs, people shift from an autonomous state, where they behave according to their morals, taking full responsibility for their actions, and act of their free will to an agentic state where they become an agent of the authority's desires, their responsibility shifts onto the authority figure as they give up their free will which can cause them to experience moral strain.

Some individual ^{differences} ~~process~~ such as personality ~~and gender~~ will affect how far individuals will obey. People with an internal locus of control are likely to obey less as they believe responsibility rests onto their own actions unlike people with an external locus of control who believe that ~~as~~ they ~~control~~ ~~very little~~ have little control over their lives and events. Individuals with an ~~authoritarian~~ authoritarian personality are ~~also~~ also a lot more likely to obey more. An authoritarian personality causes individuals to ~~be~~ obey figures of authority they view as higher than them and repress people.

they see as lower. ~~At~~ ~~Adorno~~ On the other hand, a factor like gender will have little to no effect on obedience levels. ~~Adorno's research is not differentiated by~~ Males and females have very similar levels of obedience, ~~and~~ ~~by~~ Sheridan and King found ~~that women~~ 100% obedience levels for women and 54% for men on administering ~~set~~ shocks to live ~~at~~ puppies but Kilham and Mann found obedience rates of 16% for females and 40% for males. ~~Burger~~ Burger (2009) found no differences in obedience levels when it comes to gender. The only difference is that women show more signs of anxiety when obeying.

Adorno et al (1960) developed an F-scale to determine authoritarian personalities (higher the score = more authoritarian). ~~Adorno~~ Milgram & Alan ~~also~~ compared ~~obedience levels between~~ ~~20 people who~~ F-scale results ~~to~~ to 20 obedient and 20 disobedient people and found that obedient people ~~also~~ scored significantly higher on the F-scale, which shows that personality is an important factor when it comes to obedience. Similarly, Milgram ~~tested for~~ ~~obedience~~ found a correlation between external locus of control and higher obedience levels, showing that personality highly affects obedience levels.

Both Milgram (1963) and Burger (2009) found no significant ~~was~~ results that show that women obey more, ~~similar~~ ~~however~~, ~~Sheridan~~ ~~and~~ ~~King~~ ~~found~~ which

gives credibility to the claim that gender does not affect obedience levels, however Sheridan and King found out that women obeyed more and Milgram and Asch found out that men obeyed more, showing that gender may be a factor affecting obedience causing the claim to be reductionist



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Examiner Comments

This response has considered authoritarian personality, locus of control and gender giving some solid and accurate descriptive points. The evaluation shows some development and demonstrates an awareness of competing arguments allowing an attempt at a conclusion. This brings it, on balance, into level 3.

Total: 7 marks

10 To what extent do individual differences (personality and gender) influence obedience?

(12)

When it comes to gender it is assumed through stereotypes that women tend to be more obedient. But in reality it's just ~~an~~ a stereotype and gender between males and females does not actually have an effect on obedience. Although, women tend to show higher stress levels when obeying. If a person has high empathy levels they will also tend to experience higher stress levels when obeying if it involves doing something that goes against their moral values. Also, if a person has an authoritarian personality it is most likely that they will obey more ^{because} as individuals they also want to implement rules ~~and~~ so therefore they will obey ~~and~~ so they could use it on other people as well. Moreover, if a person has internal locus of control this suggests that it's most likely that they will obey less because these kinds of people take responsibility of their own actions fully. But if a person has external locus of control it means that they

believe that ~~there~~ their behaviour is beyond their own physical control and that responsibility of it lies on external factors. Therefore these kinds of people tend to obey more. In addition if a person has low self-esteem and cannot stick up for their selves then this suggests that they will obey more as they are not confident enough to go against what the others tell them to do. Miligram found that there ~~are~~^{are} no significant differences when it comes to women and males (gender) in obedience but he did conclude that women tend to stress more. Giving support on how individual differences ~~can~~^{don't} affect obedience. Also Burger had found that there are no differences between genders when obeying orders of the person in authority so it ~~gets~~^{suggests} ~~that~~^{that} individual differences ~~don't~~^{don't} affect obedience. However Sheridan and King found that 100% of female participants ~~administered~~ gave shocks to live puppies compared to only 54% of men. Showing how females tend to obey more and how individual differences affect obedience levels. Moreover, ~~Shed~~ Kilham and

man concluded that when replicating Miligram's study women obeyed less than men proving that gender (individual differences) can have an effect on ~~the~~ obedience levels. Rotter concluded that people who have internal locus of control tend to obey less rather than people who have an external locus of control and obey more. Explaining how personality can affect obedience. Lastly Elms and Miligram concluded that people who have authoritarian personalities scored higher on the F-scale showing how they are submissive to authority. Proving how individual differences and personality affect obedience.



ResultsPlus
Examiner Comments

This response is very focused and the idea of personality and gender is carried through the entire essay. Descriptive points are accurate and look equally at personality and gender. It is thorough under timed conditions. There is also good development in the AO3 allowing this to be placed in level 4.

Total: 10 marks

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- When answering a question about an improvement, candidates should explain how their improvement will make the study better.
- In questions relating to a strength or a weakness, candidates should justify the strength or weakness to access the AO3 mark.
- In extended response questions, candidates should develop the AO3 content to access the higher marking bands.
- Calculations should include workings to allow some credit if an incorrect answer is found.
- Look carefully at the mark allocation to judge the depth of response required.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

