1.1 Milgram's Baseline Study Into Obedience: Procedure and Findings: 10-minute Pack

AQA 7182 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Describe the role of the confederate known as the 'learner' in Milgram's baseline study procedure, including what the learner did and how the participant was involved.

(Total for Question 1 is 1 mark)

2 Milgram used four verbal prods to encourage participants to continue giving shocks when they hesitated. Outline two of these standard prods used by the experimenter in the baseline study.

(Total for Question 2 is 2 marks)

3 Outline the critique made by Orne and Holland regarding the ecological validity of Milgram's baseline study, and state why this critique matters for interpreting how the findings apply to real world obedience.

(Total for Question 3 is 2 marks)

4 Explain why Milgram used deception in his baseline procedure and evaluate briefly how the use of deception affects the validity and ethics of his findings. Give two linked points.

(Total for Question 4 is 4 marks)

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Mark scheme · 1.1 Milgram's Baseline Study Into Obedience: Procedure and Findings: 10-minute Pack

Question 1

the learner was a confederate who pretended to receive electric shocks and gave pre scripted incorrect answers when tested by the participant, who acted as the 'teacher' oe — **B1**

Answer: The learner was a confederate who feigned being shocked and produced scripted wrong answers while the real participant, as teacher, administered the shocks.

Question 2

"Please continue" or "Please go on" as a standard prod oe — **B1**

"The experiment requires that you continue" or "You must go on" as a standard prod oe — **B1**

Answer: Examples of prods: "Please continue" and "The experiment requires that you continue."

Question 3

states that Orne and Holland argued participants may have suspected the shocks were fake, challenging the realism of the situation oe — **M1**

explains that if participants guessed the true nature of the study, their behaviour may not reflect genuine obedience in real life, reducing ecological validity oe — **A1**

Answer: Orne and Holland argued participants might have guessed the shocks were fake, so their behaviour may not reflect genuine real world obedience, reducing ecological validity.

Question 4

explains that deception was used to create a believable situation so participants would believe they were administering real shocks and reveal genuine obedience behaviour oe — **M1**

evaluates that this increases internal validity because behaviour is more likely to be natural, but it raises ethical concerns because participants could not give fully informed consent oe — **A1**

explains that without deception the study would not replicate the conflict between authority and personal conscience that Milgram wished to observe oe — **M1**

evaluates that ethical costs include potential lasting distress and damage to trust in research, which may limit the acceptability and replication of such studies oe — **A1**

Answer: Deception made the shock situation believable so obedience could be observed, boosting internal validity. However, it prevented informed consent and risked causing serious distress, so it is ethically problematic and complicates replication.

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