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**Task 8 In-Class Extended Response**

**Southern River College**

**2021 Year 11 ATAR PSYCHOLOGY**

**Extended Answer – in class**

Account for the prejudice seen in the movie *Remember the Titans* and explain ways to reduce prejudice. Your response should:

* Define and explain prejudice and discrimination
* Explain **three (3)** factors that contributed to the development of prejudice amongst the town/team
* Explain **two (2)** strategies that helped to reduce prejudice in the team/town
* Include examples from the movie to support your response
* Use relevant psychological evidence to support your response

Planning space:

Name:

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| **Criteria** | **Possible mark** | **Mark** |
| **Definition** | **3** |  |
| * Defines prejudice and discrimination * Explains difference between prejudice (attitude) and Discrimination (action) | **3** |  |
| * Omits 1 or more of the above | 1-2 |  |
| **Contributing factor to prejudice one** | **3** |  |
| * identifies contributing factor to prejudice * elaborates on this contributing factor using psychological theories and relevant examples from the film | **3** |  |
| * identifies contributing factors to prejudice * elaborates on contributing factor using psychological ideas OR examples from the film | 2 |  |
| * identifies and briefly describes a contributing factor to prejudice | 1 |  |
| **Contributing factor to prejudice two** | **3** |  |
| * identifies contributing factor to prejudice * elaborates on this contributing factor using psychological theories and relevant examples from the film | **3** |  |
| * identifies contributing factors to prejudice * elaborates on contributing factor using psychological ideas OR examples from the film | 2 |  |
| * identifies and briefly describes a contributing factor to prejudice | 1 |  |
| **Contributing factor to prejudice three** | **3** |  |
| * identifies contributing factor to prejudice * elaborates on this contributing factor using psychological theories and relevant examples from the film | **3** |  |
| * identifies contributing factors to prejudice * elaborates on contributing factor using psychological ideas OR examples from the film | 2 |  |
| * identifies and briefly describes a contributing factor to prejudice | 1 |  |
| **Reducing prejudice** (max 3 marks per strategy) | **6** |  |
| * identifies two strategies used in reducing prejudice * explains the psychological theories that underpin the strategies and provides examples from the film | **5–6** |  |
| * identifies two strategies used in reducing prejudice and provides examples from the film | 3–4 |  |
| * comments on two ways prejudice was reduced in the film | 1–2 |  |
| **Use of psychological evidence - Quantity** | **3-4** |  |
| Several statements are supported by relevant examples from the film | **3-4** |  |
| One or two statements are supported by relevant examples from the film | 1-2 |  |
| **Use of psychological evidence – Quality** | **3-4** |  |
| Detailed and accurate explanation of the importance of the examples from the research | **3-4** |  |
| Detailed explanation of the importance of the examples from the research, with some errors | 2-3 |  |
| limited explanation of the importance of the examples from the research | 1 |  |
| **Communication** | **3** |  |
| Well-developed sentences and paragraphs and consistent use of appropriate psychological language and Correct spelling, grammar and punctuation | **3** |  |
| Coherent response with adequate spelling, grammar, sentence structure and paragraph structure | 2 |  |
| Single paragraph response or lack of paragraph/sentence structure or colloquial language or poor English expression or many spelling errors | 1 |  |
|  | **29** |  |

Marking Key

1. Identify concept
2. Define or briefly describe concept
3. Elaborate and refer to theory or theorist (if relevant)
4. Apply to the example
5. Link to evidence (if possible)

Explain **three (3)** factors that contributed to the development of prejudice amongst the town/team

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| *Identify concept* | Social influence/learning |
| *Define or briefly describe concept* | which is how people learn attitudes through watching those around them, including their parents and the media. |
| *Elaborate* | However, when attitudes are learnt from parents, children learn the attitudes they believe their parents have, which is sometimes different from what they actually hold. |
| *Apply to the example* | An example of social influence is Emma Hoyt, Gerry Bertier’s girlfriend, who breaks with him at first over his new friendship with Julius and the other black players. When the team returns from football camp and Gerry tries to introduce his new friend Julius to her, she refuses to accept his handshake. Much later in the season, however, she comes around, just before a big game and, in a lovely act of grace, takes Julius’ hand, wishing him well. |
| *Identify concept* | Social categorisation |
| *Define or briefly describe concept* | Social categorization is the process by which people categorize themselves and others into differentiated groups. |
| *Elaborate* | Social categorization is a large part of social identity theory, which emerged during the 1970s as a way of explaining group behaviours based on how the group perceives itself in relation to those who are outside of the group |
| *Apply to the example* | Yoast was already skeptical of the incoming black coach, and the issues between the two do not get any better after Boone is offered, and accepts, the head coaching position over Yoast. The team heads to football camp sharply divided along racial |

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| *Identify concept* | Intergroup Competition also known as Realistic Conflict Theory |
| *Define or briefly describe concept* | This is when during time of hardship, prejudice arises as other groups are seen to be a threat, such as ‘stealing one’s job’. |
| *Elaborate* | Individuals may be in either a competitive or cooperative relationship within a group, and their group can simultaneously be in either a competitive or cooperative relationship with other groups. |
| *Apply to the example* | This is shown in the movie, when during one game Coach Bill Yoast swapped out Alan Bosley a White football player for Petey Jones an African American player, as Alan was doing to good in defence. As Alan walks of the field and Petey goes to play, Alans farther stands up from the stand and yells “you don’t take out my son”, Alan farther did not like that his White kid was being replaced for a Black kid.  Another scene at the beginning of the movie, when the old Titans football team and the new recruits from another school were both worried that since of the colour of their skins, they would not play a game but be on the bench. Since the new coach was Black the Old football team, who are White, were worried that the coach would only let the Black kids play and not them. While the Black kids were worried that since they are Black and there in a White school, they would not play but be on the bench. |

Explain **two (2)** strategies that helped to reduce prejudice in the team/town

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| *Identify concept* | Forcing the groups to work together to reach common goals, |
| *Define or briefly describe concept* | is a strategy to reduce prejudice shown in the film. This strategy involves different groups interacting with one another. |
| *Elaborate* | To be effective at reducing conflict, it requires sustained contact (contact over a long period of time) and superordinate goals, which are goals that people in both groups share. |
| *Apply to the example* | Coach Boone knows that unity is crucial between the white and black players if they are to become a winning team. The keystone to his plan to forge one team from the resentful white and black players is football training camp, a period when the players will be far removed from all the alienating influences of their racially-charged home environment. Boone begins his campaign even before the bus leaves. He faces down the arrogant demands of the white All-American team captain, showing him and players and parents who is in charge; then he divides the boys into offensive and defensive teams, and pairs a black and a white player together, making them sit together on the bus and room together at camp. At camp Boone makes every player learn about their roommate, forcing the players to become familiar with their teammates. |
| *Link to evidence* | Inter-group contact is demonstrated to be effective through the study conducted by Sherif. |

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| *Name the study and researcher* | Some causes and strategies to reduce prejudice can be seen in Sherif’s Robber’s Cave study. |
| *Describe method* | Sherif took two groups of pre-teen boys and separated them randomly into two groups. For the first few days of camp, each group engaged in bonding activities and created group names and norms. In the second stage of the study, the boys were pitted against each other in various competitions such as baseball, where they were competing for prizes. |
| *Describe results* | They became aggressive towards another and occasionally violent. To reduce this conflict, Sherif then had the boys work together to solve multiple camp problems the staff had caused, such as pulling out a bogged truck. By the end of this stage, the boys had reduced their conflict through inter-group contact and achieving superordinate goals. |

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| *Identify concept* | Changing social norms |
| *Define or briefly describe concept* | Social norms define what is appropriate and inappropriate, and we can effectively change stereotypes and prejudice by changing the relevant norms about them. |
| *Elaborate* | To be effective at reducing conflict, it requires sustained contact (contact over a long period of time) and superordinate goals, which are goals that people in both groups share. |
| *Apply to the example* | When Coach Boone wins the championship, a crowd of white people gathers outside his house and they are cheering him for winning. Boone had attained a high social identification within the town. |
| *Link to evidence* | Jetten, Spears, and Manstead (1997) manipulated whether students thought that the other members of their university favoured equal treatment of others or believed that others thought it was appropriate to favour the ingroup. They found that perceptions of what the other group members believed had an important influence on the beliefs of the individuals themselves. The students were more likely to show ingroup favouritism when they believed that the norm of their ingroup was to do so, and this tendency was increased for students who had high social identification with the ingroup. |

Another way to reduce prejudice is cognitive interventions. This is individuating information, self-fulfilling prophecy, looking for commonalities, cultural awareness, and individuating information. An example of this is how after working together on the team, they put aside their differences and the colour of their kin to benefit the team and to win.

**Writing good quality extended answers**

Below are excerpt paragraphs from various sample extended answers.

For each:

* Underline or highlight where they show the below aspects of good quality psychology responses.
* AND identify which they do not include or include but are incorrect or vague.
* Identify concept
* Define or briefly describe concept
* Elaborate and refer to theory or theorist (if relevant)
* Apply to the example
* Link to evidence (if possible)

1. One factor that influences the development of prejudice is the ‘just world’ phenomenon, where those with social power and status believe they have earnt them through hard work and that the world is fair. Because the world is fair, those who do not have power, money or status must not be working hard enough, or are deficient in some other way. In the movie Pride, this is shown through Maureen and her sons seeing LGSM as being perverts – and if they’re something so negative, then they deserve whatever ‘punishment’ they get, including being excluded from the miners’ strike.
2. Gardner’s theory of multiple intelligences says that there are eight types of intelligence – naturalistic, bodily-kinaesthetic, linguistic, visual-spatial, intrapersonal, interpersonal and musical. Gardner’s theory states that everybody has intelligence in different skill areas. Ben would have high interpersonal intelligence, as shown because he is excellent at dealing with customers and encouraging them to spend money. He also would have high linguistic intelligence, as much of being a successful salesperson is about being able to use words to talk to people – and Ben has very high sales, which indicates he is good at talking. He also has low intrapersonal intelligence because he does not realise that he’s angry, and channels that emotion into being really nice instead.
3. Personality is the characteristic pattern of thinking, feeling and behaving. Freud’s theory of personality is based on the idea of the subconscious, that we have an id, ego and superego which influence our behaviour without us being aware of it. The id is our inner desires, often sexual or aggressive. The superego is our morality – wanting us to always do the right thing, and the ego tries to balance the needs of the id and superego. In the scenario, Ben’s ego has balanced his id’s desire to be aggressive to Bob by channelling this desire into its opposite. This is called displacement. Freud also said that children go through a series of psychosexual stages, and if each is not resolved, people end up with fixations. The first stage is the oral stage, which occurs in infants, who explore the world with their mouths, and the libido is also focused on this area. Ben smokes cigarettes, which is an indicator of an oral fixation. This means that he continues to have the libido focused on the mouth rather than what Freud considers healthy for adults – the genitals.
4. Two factors which impact on the amount of stress someone experiences are predictability and controllability. When events are predictable, you can see them coming, and so they cause less stress than events that are unable to be predicted. The war that Jack experienced was full of unexpected events, such as the death of his co-worker, which increased his level of stress. Controllability effects stress as events that we have no control over are experienced as more stressful than ones we do have some measure of control. Jack was conscripted into the war, and during the war he would have had to follow orders and have little to no control about his day-to-day actions. This would have had a negative effect on his stress levels. This is shown in the study by Kobasa.

* Explain **three (3)** factors that contributed to the development of prejudice amongst the miners

Social categorisation

Realistic conflict theory

Just world phenomenon

Social influence or social learning

* Explain **two (2)** strategies that helped to reduce prejudice

Inter-group contact, including sustained contact and superordinate goals

Cognitive interventions

* + Individuating information
  + Self-fulfilling prophecy
  + Looking for commonalities
  + Cultural awareness