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**PSYCHOLOGY ATAR – YEAR 11 2023  
Unit 2**

**Task 5: Test**

*Social Psychology*

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Syllabus Points:**

* Science Inquiry
* Attitudes and stereotypes

**Conditions:**

Time for the task:

* Reading time: 5 minutes
* Working time: 50 minutes to complete the test under supervised conditions

**Task weighting**

* 10%

**Structure of this paper**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be attempted | Suggested working time  (minutes) | Marks | Score |
| Section One:  Extended Response | 1 | 1 | 50 | 41 |  |
|  |  |  | **Total** | 41 |  |

# Section One: Extended Response 100% (41 marks)

This section has **one** part.

You must answer **one** question.

Supplementary pages for planning/continuing your answers to questions are provided at the end of the Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. – give the page number.

Suggested working time for this section is 50 minutes.

**Question 1 (41 marks)**

During the 1960’s in America, schools underwent integration where African American and Caucasian schools were combined. This caused some tension as the African Americans believed the Caucasian students felt they were better than them, and the Caucasian students thought the African American students were going to take all of the best spots on the sporting teams. There was a mutual dislike and distrust. The students would sit at opposite sides of the classrooms and often called each other names at lunch time. Discussing the behaviours with the students’ parents was often helpless as the parents demonstrated similar attitudes.

In your response you must:

* Explain the Tripartite model of attitude formation (5 marks)
* Apply the Tripartite model to the scenario by referring to both the African American and the Caucasian populations (6 marks)
* Name and define the type of prejudice described in the scenario (2 marks)
* Propose **three** causes for this prejudice and apply these to the scenario (6 marks)
* Outline **two** ways in which this prejudice could be reduced and apply these to the scenario (6 marks)
* Briefly describe the aim and method of Sherif et al’s 1961 experiment (5 marks)
* Outline **two** key findings of Sherif et al’s 1961 experiment and explain how the findings are relevant to the scenario provided (4 marks)
* Outline **two** criticisms of Sherif et al’s 1961 experiment and explain how they could be eliminated if the study were to be run again in the future (4 marks)
* Quality of response (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Description of the Tripartite model** | |
| Attitude is comprised of three components, affective, behavioural and cognitive (1) that are associated with an attitude object (1) | 1 - 2 |
| Affective component – feelings/emotions (1)  Behavioural component – actions (1)  Cognitive component – thoughts / beliefs (1) | 1 - 3 |
| **Subtotal** | **5** |
| **Application of the Tripartite model** | |
| African American:  Affective – dislike/distrust (1)  Behavioural – sit at opposite sides of the classrooms / called each other names at  lunch time (1)  Cognitive – believed the Caucasian students felt they were better than them (1) | 1-3 |
| Caucasian:  Affective – dislike/distrust (1)  Behavioural – sit at opposite sides of the classrooms / called each other names at  lunch time (1)  Cognitive – thought the African American students were going to take all of the best spots on the sporting teams (1) | 1-3 |
| **Subtotal** | **6** |
| **Type of Prejudice** | |
| Racism (1) – holding a negative attitude towards an individual or group based on their race (1) | 2 |
| **Subtotal** | **2** |
| **Causes of Prejudice** | |
| Lists any three of the following:   * Social influence * Just world phenomenon * Social categorization * Inter-group competition | 1-3 |
| Explains any three of the following:   * Social categorisation – the African American’s identified with others in their social group based on their shared features and adopted the perceived beliefs and cognitions of that group, thus seeing themselves as the in-group (1) (vice-versa for the Caucasian’s) * Inter-group competition – the Caucasian’s believed they were competing with the African Americans for places on the sporting teams (1). * Just world phenomenon – The phenomenon could contribute to stereotyping and biases, where each group assumes certain traits about the other based on race. Caucasian students might assume that African American students are less capable or deserving, while African American students might view their Caucasian peers as entitled or privileged. These assumptions arise from the need to maintain a sense of justice within their own worldview. * Social influence – The students’ parents and friends share the similar prejudices. As the students seek to be an accepted part of their family and friendship groups, the students are motivated to conform to these attitudes and develop the same prejudices | 1-3 |
| **Note – accept other relevant response** | |
| **Subtotal** | **6** |
| **Reducing the Prejudice** | |
| Name any two of the following:   * Intergroup contact (1) * mutual interdependence (1) * superordinate goals (1) * equal-status contact (1) | 1-2 |
| Application to any two of the following:   * intergroup contact – placing all students in a seating plan (1) where they are required to get to know a member from the perceived other group (1). * mutual interdependence – students having to rely on each other (1) to complete a task to be allowed out at recess time (1) * superordinate goal – create a sporting team where everyone receives a place (1) and must work together to compete against another school (1) * equal-status contact – teacher treats everyone the same (1) applying the exact same rules to everyone (1). | 1-4 |
| **Note – accept relevant response** | |
| **Subtotal** | **6** |
| **Briefly describe the aim and method of Sherif et al’s 1961** | |
| Aim: To examine how intergroup competition leads to prejudice, stereotyping and discrimination towards an outgroup | 1 |
| 22 boys aged 11 and 12 years old who did not know each other previously | 1 |
| Group formation - The boys arrived at camp in two separate buses and were initially kept apart | 1 |
| Intergroup competition – Researchers created tension and negative intergroup attitudes between the two groups by setting up competitive activities such as tug-of-war, baseball and treasure hunt | 1 |
| Intergroup cooperation - Researchers then attempted to reduce the intergroup friction by creating contact situations where members between groups were in proximity (contact hypothesis) | 1 |
| **Subtotal** | **5** |
| **Key findings of Sherif et al’s 1961 experiment** | |
| Any two of the following:   * Having the two groups of boys separate and providing opportunities to develop teamwork (1) enhanced cooperation and led to solidarity (1) * Each group planned and carried out raids against the other, threatening posters were made, and there was name calling and physical scuffles (1). Through increased cooperation with each group, solidarity between members grew (1) * Researchers were successful in forming prejudice and conflict between the two groups (1) by having them compete against each other in games and activities. (1) * Intergroup contact (contact hypothesis) was not enough to reduce prejudice between the two groups (1). Bringing the groups together to watch movies and eat movies led to further conflict * Having them work together to achieve subordinate goals (1) was successful in reducing prejudice and forming positive relationships between them (1) | 1 - 4 |
| **Note – accept relevant response** | |
| **Subtotal** | **4** |
| **Criticisms** | |
| Any two of the following criticisms:   * Participants were all white middle-class male boys, therefore results from the experiment cannot be generalised to females, and males of different ages varying in social classes * The experiments overall demonstrated poor reliability because while the 1954 camp demonstrated reduced intergroup conflict and prejudice, the camp run in 1953 did not show similar results (researchers were unsuccessful in creating intergroup conflict and participants worked out the true purpose of the study) * As the boys were not aware they were being observed, they were unable to give their informed consent or withdraw from the study | 1 - 2 |
| Explains (1) any two of the following improvements:   * Informed consent * Right to withdraw * Random sampling from wider population | 1 - 2 |
| **Subtotal** | **4** |
| **Quality of written response** | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding. | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar. | 1 |
| **Subtotal** | **3** |
| **Overall total** | **41** |