



Year 11

PSYCHOLOGY ATAR 2021

TASK 9 – Social Psychology

(Weighting: 5%)

Time allowed: 50 minutes

Name: MARKING GUIDE

MARKS AVAILABLE	YOUR MARK
54	
	%

Question 1.

(6 marks)

a) What is the psychological definition of a 'group'? (1 mark)

2 or more people who interact over an extended period of time & perceive themselves as part of the group.

b) List three characteristics that make up a group. (3 marks)

any 3 -
- extended interaction
- stability & endurance
- common goals
- similar tasks performed together
- all perceive group as a group

c) Provide one example of a psychologically defined group and an example of a gathering of people. (2 marks)

any 1 of each example
Group
eg. sporting team
colleagues
etc.
Gathering
eg. waiting for bus
in line at shops
etc.

Question 2.

(4 marks)

Define socially dependent and task dependant groups. Provide an example of each.

Task dependent - work together to complete collective task successfully
*note - NOT usually sporting team? depends
eg. colleagues, volunteer group etc.

Socially dependent - rely on each other for emotional outcomes, feelings of belonging & social identity
eg. friend group, support group

Question 3.

(6 marks)

You are in charge of your social netball team and there have been some displays of negative intergroup behaviour that is affecting your team on the court. Using your knowledge of competition and cooperation, explain how would you improve your team's intergroup relationships? Use empirical evidence to justify your answer.

- ① Define competition - rivals trying to outdo each other to achieve a goal
 - ① Define cooperation - work together to achieve a goal.
 - ① Identify the conflict is between ^{different} groups
 - ① Suggestion ^(to improve) - create a common goal for both teams to work together (cooperation)
- Sherif [① Sherif - gave Eagles & Rattlers common goal
① Inter-group hostility was lowered with cooperation.

Question 4.

(7 marks)

Soccer hooliganism can be a consequence of deindividuation. Provide a definition of deindividuation and explain which factors must be present for an individual to become deindividuated in this environment. Use empirical evidence to support your answer.

- ① Define deindividuation - abandoning usual restraints to join in group behaviour
 - ① Anonymity - sense you cannot be identified
 - ① Shift of attention - from own thoughts/internal stimuli to external stimuli/the group
- 0.5 each if only the term.

Relate to scene: uniform/team colours = anonymity (1)
big group = shift of attention (1)
Evidence Zimbardo⁽¹⁹⁷⁰⁾ - electric shocks (1)
↑ shocks if anonymous (hoodie etc.) (1)

Question 5.

(6 marks)

The behaviours observed in the "electric shock experiments" were deemed due to deindividuation by experimenter Phillip Zimbardo. Reicher proposed another interpretation of deindividuation. Describe the observation that led to this interpretation and explain the approach with reference to empirical evidence.

Instead, deindividuation increases awareness of social norms (1)

If +ve, then +ve behaviour results (1)

Reicher observed people helping after natural disasters (1)

Evidence Johnson & Downing (1979) - Ku Klux Klan + Nurses (1)

Those dressed as nurses delivered lowest shocks (1)

Therefore conforming to social norms (1)

Question 6.

(4 marks)

Explain the relationship between group size and social loafing. Include a definition of social loafing and empirical research to support your answer.

Definition: individual puts in less effort when working in a group (1) ^{NOTE - NOT 'less effort than others'}

↑ group size = ↑ social loafing (1)

Ingham et. al (1974) - blind folded & pulling on a rope (1)

Those who thought they were in a group pulled less (1)

Question 7.

(3 marks)

You are a teacher of a Year 11 Psychology class and have assigned a group assignment. You notice some social loafing occurring during the allocated group work time. Provide three examples of how social loafing can be reduced in this situation.

any 3.

- interesting task
- highly motivated
- individual contributions essential for success
- indiv. performance monitored.
- individuals identify strongly w/ group

Question 8.

(4 marks)

Explain two causes of stereotypes. Use examples to support your answer.

First impressions (any 2 with example)
Learnt from others
Media

Question 9.

(3 marks)

Define the term self-fulfilling prophecy in the context of stereotyping, and give an example.

A prediction/stereotype that becomes true^①
due to feedback between belief &
behaviour^①

① Example - ...

Question 10.

(5 marks)

Describe the outcome of the study conducted by Tajfel and Turner (1986). With reference to **social identity**, describe a scenario of when this occurs in Western Australia.

- ① Social identity = aspects of ~~personality~~ ^(or self/concept) identity that come from group membership.
- ① If you perceive your group as 'better' then you have increased self esteem
- ① This can lead to prejudice/conflict between in- and out-groups.

2 marks for example

eg: Sporting teams - between Dockers
& Eagles - conflict

eg. people who attend prestigious
school / yacht club etc ... others
want to join to gain status.

Question 11.

(6 marks)

Explain the realistic conflict theory, making reference to the Muzafer Sherif's experiment. Describe how the "conflict" was overcome in the experiment.

① Definition - conflict arises when groups compete for a scarce & valuable resource.

Experiment: 11/12 Year olds in two groups, Rattlers & Eagles ①.

Competitions - winner gets all ①

Intergroup hostility arose - Violence ①

Cooperated for common goal ①

Intergroup Hostility reduced ①.