Logo, company name

Description automatically generatedJoseph Banks Secondary College

Year 11 ATAR Psychology

**28 marks**

In 1968, protests the Vietnam war took place in Chicago, USA. These protests were later described as a ‘police riot’ as the police became brutal with protesters as they tried to discourage future protests. Many policemen believed that the protesters were anti-American, long-haired, drug-taking hippies who do not contribute to society and were causing chaos on their streets. During the riot, police wearing gas masks began to remove their name tags and beat the 8,000-10,000 people with nightsticks, smashing people through plate-glass windows, and firing tear-gas canisters. As a result of this experience, many protesters felt fear and anger towards the police, believing all police officers were cruel and calling any police officer a ‘pig’ whenever they saw one.

*Discuss the response of police and protesters and how these prejudices can be reduced.*

In your answer you should include:

* Define discrimination and give an example from the scenario (2 marks)
* Compare stereotyping and prejudice (2 marks)
* Apply your understanding of social psychology to explain one way in which the presence of others can impact behaviour (6 marks)
* Explain **two** underlying factor of each social influence that increase the likelihood of that behavior (4 marks)
* Use the tri-component model to outline the protesters attitude towards police (3 marks)
* Explain **two** ways that could decrease the prejudice between policemen and protesters in the future (4 marks)
* Outline and apply relevant psychological evidence (4 marks)
* Quality of response (3 marks)

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| **Description** | **Marks Allocation** |
| Compare stereotypes, prejudice, and discrimination, providing an example from the scenario. | **6** |
| Similarities:   * All three come from a pre-conceived attitude towards another group * All three may lead to tension between * All three often lead to the individual unique characteristics of a person being overlooked   Differences:   * Discrimination is an action whereas stereotyping is a cognitive process and prejudice is a negative attitude |  |
| **Subtotal** | **6** |
| Apply your understanding of **two** social influences to explain the policemen’s’ behavior in the scenario. | **6** |
| Normative social influence and Informative social influence?  Or could be any social influence (deindividuation, conformity, obedience?)  May need to change the wording to be more specific |  |
| **Subtotal** | **6** |
| Explain **two** underlying factor of each social influence that increase the likelihood of that behavior. | **3** |
| Again depends on the “social influence” |  |
|  |  |
| **Subtotal** | **6** |
| Use the tri-component model to outline the protesters attitude towards police. |  |
|  |  |
|  |  |
| Explain **one** way that could decrease the prejudice between policemen and protesters. | **2** |
|  |  |
| **Subtotal** | **2** |
| Use of relevant psychological evidence |  |
| Correctly names **two** or more associated theorists of language development and communication style theories.  **Two** or more statements are supported with description of relevant evidence using **three** or more sentences (eg: theories, experiments, examples from studies/research/real life) | 4 |
| Correctly names **one** or **two** associated theorist/theory of language development and communication style.  **Two** or more statements are supported with brief description of relevant evidence using less than **three** sentences (eg: theories, experiments, examples from studies/research/real life) | 3 |
| Theorist not named or named incorrectly  **Two** or more statements supported with some description of relevant psychological evidence (eg: theories, experiments, examples from studies/research/real life) | 2 |
| One or two statements supported with reference to relevant evidence (eg: name of experiment or study). | 1 |
| **Subtotal** | **4** |
| Quality of Extended Response |  |
| Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation. | 3 |
| Satisfactory structure and everyday language with adequate spelling, grammar, and punctuation | 2 |
| Poor structure with colloquial language and/or poor English expression and/or many spelling/grammar/punctuation errors throughout. | 1 |
| Note: The use of appropriate well-labelled diagrams/drawings are acceptable for this criterion, but need to be accompanied by an explanation. |  |
| **Subtotal** | **3** |
| **Total** | **26** |