**Year 12 TASK 11 – Social Psychology and Culture and Values**

**Marking Key**

Rinku is an Indian athlete who was scouted by an American sports agent to play baseball in America, even though he had not played baseball before. Rinku was social and talkative to his new agent and colleagues, he was very excited to go to the United States as he saw it as a huge opportunity to become an international athlete and live in prosperity.

During intense training for 9 months, Rinku had his first try-out for professional teams. The try-out is a complete disaster, as he was very nervous, pitching without speed or control and was extremely embarrassing. Initially, Rinku could not bear the humiliation, every time he saw a baseball pitch or baseball being played on the TV he experienced flashbacks of the try-outs, feeling intense shame with heart palpitations and sweat. He believed he was not worthy to play for a baseball team and wanted to go home and never play the sport again. After a couple of weeks, Rinku reached out for help from his coach and friends, who he became much closer to. He realised that he needs to let go of his concern of what others think of him and focus on his enjoyment of the game. His coach and friends recommended trying again for another try-out in 6 months, so he trained longer and with a renewed sense of determination, beginning to feel a spiritual connection to the game. This time around, his performance in the try-outs are even better than he has ever performed before and was hired for a professional team.

Explain the psychological processes that influenced Rinku’s behaviour during and after the try-outs. In your answer, you should discuss:

* the impact of the presence of others on individual behaviour and use this to explain Rinku’s performances.
* the impact of significant events on individuals and use this to explain Rinku’s response
* refer to psychological evidence and understanding throughout your response, including an outline and evaluation of ONE piece of evidence.

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| Impact of presence of others | 6 |
| States social facilitation | 1 |
| Definition: Boost in performance when the task is simple or well learnt due to presence of others | 1 |
| States social inhibition | 1 |
| Definition: Complex tasks or new tasks and presence of others leads to decreased performance | 1 |
| Application: Rinku performed poorer in their first try-outs due to the presence of others as it was a complex task they were still learning, over-arousal lead them to making mistakes.  Rinku performed better than ever before in the second try-outs as he had mastered the task, therefore increased arousal allowed for increased performance. | 2 |
| Post-traumatic growth | 9 |
| Definition: the experience of positive change that occurs as a result of how a person deals with the changed reality after experiencing trauma. | 1 |
| Identify - Greater appreciation of life and a change in previous priorities (1)  Apply - ‘focus on his enjoyment of the game’ (1)  Identify - Changed relationships, with greater intimacy and warmth (1)  Apply ‘coach and friends, who he became much closer to’ (1)  Identify - A sense of increased personal strength (1)  Apply ‘he trained longer and with a renewed sense of determination’ (1)  Identify - Spiritual development (1)  Apply - ‘spiritual connection to the game’ (1) | 8 |
| Use of psychological evidence - Quantity | 2 |
| 3-4 statements are supported by psychological evidence | 2 |
| 1-2 statements are supported by psychological evidence | 1 |
| Use of psychological evidence – Quality | 5 |
| One piece of research is outlined using APPRC | 3 |
| One piece of research is evaluated, strength (1) and weakness (1) | 2 |
| Quality of extended response | 3 |
| Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout. | 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 |
| TOTAL | 25 |

**Question 2 – (32 marks)**

Matt is 29 years old, brought up in a wealthy family, he went to the best school in Perth and eventually went on to study engineering. He has recently quit his job at BHP as he wants to work more in renewable energies and hates how using fossil fuels is destroying the planet. Instead he now works at his Uncles renewable energies company, where quite quickly he is up for promotion. This has rubbed a couple of his new colleagues up the wrong way. One of his colleagues Fatima has been at the company for 5 years and was the obvious choice for promotion before Matt joined a few months ago. Fatima moved to Perth 4 years ago from Pakistan so that she could further her career, she is frustrated that Matt has swooped in and will take the promotion even though he isn’t as good or as senior as she is. When going out for lunch with colleagues, she mentions some of the things that annoy her about Matt, like how he “always re-words what she said and takes the credit” or “never does his dishes”. Her work colleagues all agree and the comments start getting worse such as “he never does his fair share on projects and gets all the credit” or “he is only getting promoted as he is related to the boss”.

Although not getting the promotion is stressful for Fatima, she talks it through with her close friends who she met through the LGBTQIA community. They regularly meet, put on events and often hang out and have deep conversations after these events. She bounces back from not getting the promotion and quickly goes to seek feedback from her boss to find out what she would need to do to get the promotion next time. Matt see’s the promotion as completely fair as he works hard and has good experience in other companies and hopes his colleagues will warm up to him.

Explain the psychological processes that have influenced Matt and Fatima’s thoughts, emotions and behaviour.

In your answer you should include:

* Define Cognitive Dissonance, explain the cause of Matt’s cognitive dissonance
* Explain how Matt overcame his cognitive dissonance and one alternative way in which he could have overcome this dissonance
* Identify and define the concept that explains the group opinion getting negative about Matt
* Outline two theories that explain who opinions about Matt became more and more negative
* Referring to the relevant theorist explain why Matt believed that the promotion was fair
* Outline the method and findings of ONE piece of relevant research and evaluate the usefulness of this research in helping understand this scenario

**Planning:**

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| --- | --- |
| **Cognitive Dissonance** | **5** |
| Defines Cognitive Dissonance  “the state of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioural decisions and attitude change.” | 1-2 |
| Explains the cause of Matt’s dissonance  Identifies that dissonance has occurred for Matt due to the importance attached to belief.  Explains that dissonance is greatest when the cognition is something the person feels strongly about or is more personal.  ‘Applies’ Matt feels strongly about environmental issues | 1  1  1 |
| **Explain how Matt overcame cognitive dissonance** | **5** |
| **Identifies Matt “changed his behaviour”**  **Explains** This is where the individual changes one of the conflicting cognitions so that there is no internal conflict  **Applies** Matt changed his job so that he worked for a company that did not go against his ethical principles | 1  1  1 |
| **Identifies** an alternate way of reducing cognitive dissonance:  Adding more supportive beliefs that outweigh dissonant beliefs  OR  Adding more supportive beliefs that outweigh dissonant beliefs.  Applies – | 1  1  1 |
| **Group Polarisation** | **9** |
| Identifies and Defines Group polarisation accurately, concisely and in full  “the **enhancement of a group’s prevailing inclinations** through **discussion** within a **group that has the same opinion**” | 1  1 - 2 |
| **1 for Identifying, 1 for defining, 1 for applying**  **‘Identifies’ Persuasive arguments theory**  ‘defines’ people change their mind as a result of the *rational* arguments presented by others.  ‘applies’ to Matt  **‘Identifies’ Social Comparison theory**  ‘defines’ people change their mind to conform with group norms, especially when those norms are socially desirable.  ‘applies’ to Matt  **‘Identifies’ Self-Categorization theory**  ‘defines’ individuals identify with a particular group and conform to a prototypical group position.  ‘applies’ to Matt |  |
| **Attribution theory** | **4** |
| Heider – Attribution theory is the theory that is concerned with how ordinary people explain the causes of behaviour and events.  We either make internal attributions which are where we believe the behaviour is due to the persons character or situational attributions where we attribute the behaviour to the external circumstances. | 1  2 |
| Applies: Matt believes that he has earned the promotion as “as he works hard and has good experience in other companies”.  No marks for just “self-serving bias” – unless explained what this means | 1 |
| **Use of psychological evidence – Quality** | **6** |
| One piece of research is outlined using APPRC  e.g Festinger and Carlsmith or Bishop and Myers | 4 |
| One piece of research is evaluated, strength (1) and weakness (1) | 2 |
| **Quality of extended response** | **3** |
| Well-structured with consistent use of appropriate psychological language and correct spelling, grammar and punctuation throughout. | 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 |
| TOTAL | 32 |