

Main exam PSY1100 / PSYC1201 Spring 2022

Grading guide

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IMPORTANT – PLEASE READ FIRST

Below, I sketch the **ideal answer** and an **acceptable answer** for each question.

The ideal answer **is really an ideal, and it is also not exhaustive** – more points could be added in a very good answer.

It is **not expected that any student** would completely answer in the ideal way, and the maximum score should be given if many points of the ideal answers (or other good points) are present.

The **acceptable/minimal answer** describes what suffices for the student to PASS on this question. Note: It is still possible that a different answer is also acceptable – these are essays and arguments, not a multiple choice test, and this document is a guide, not a checklist. Knowledge of the pensum is necessary to grade the essays, and when in doubt, please refer to the book chapters, and use your background knowledge of social psychology. The complete pensum is listed below, and I add the most relevant pensum pages in the guide. If you do not have access to the pensum, please contact me, and I will send you the most relevant parts as PDFs.

You combine the performance on the separate questions by averaging them. In order to pass the exam (get a grade > F), one question can be missed, but then the performance on the other two questions has to be very good to still pass. If one question is not answered or failed completely and one of the others is also just mediocre, the exam is failed.

The emphasis of the grading is on explanation and psychological insight. Using the correct terminology is a plus, but sometimes a phenomenon can be described correctly even without using the scientific terms. Knowledge and usage of the names of important authors is a plus as well. Correct references are not expected because that was not the goal of the training in seminars (see the instructions on referencing given to the students below). Emphasis is on knowing concepts, not authors.

Do not downgrade answers because of lacks in grammar and spelling, unless that hinders understanding of the written text. Note that students may not have access to spellcheckers or grammar checkers – they are sometimes deactivated in Inspira. Non-native students answering in Norwegian or student with difficulties in spelling would otherwise have a disadvantage irrelevant to the pensum.

Note: The current sources are:

- Hewstone & Stroebe (2020). *An introduction to social psychology*, 7th edition. Wiley.
- Alcock & Sadava (2014), Chapter Language and communication, p. 199-232, in *An introduction to social psychology: Global Perspectives*. Sage.
- Alcock & Sadava (2014), Chapter Applied social psychology, p. 463-493, in *An introduction to social psychology: Global Perspectives*. Sage.
- Ward (2017), Chapter Understanding others, p. 174-204, in *The student's guide to social neuroscience*, 2nd edition. London: Routledge.

Below are four questions. Please choose three of them to answer. Regarding the referencing of material that you use, see below.

Question 1

What is normative influence (also known as normative social influence)? Describe how findings from the study of normative influence could be used to change behaviour for the protection of the environment. In your description, use either an existing study, or explain what features an impactful normative influence should have.

Hva er normativ påvirkning (også kjent som normativ sosial påvirkning)? Beskriv hvordan funn fra studiet av normativ påvirkning kan brukes til å endre atferd for å beskytte miljøet. I beskrivelsen din, ta utgangspunkt i en eksisterende studie, eller forklar hva som kjennetegner en virkningsfull normativ påvirkning.

Grading guide:

This question belongs to the Social Influence topic. It is covered in Hewstone & Stroebe Chapter 8, especially the section on “The impact of social norms”, and then again in the section on Social Comparison (p. 304), where normative influence is compared to informational influence. It is then again taken up in the section on group polarization (p. 329).

The ideal answer provides a definition of normative influence that explains that individuals in general are likely to conform to group norms. The definition does not have to follow the narrow definition on p. 304 which locates the motivation for conformity in avoiding social punishment or disapproval. Any general notion that people are inclined/motivated to follow norms of their ingroup is acceptable here.

The ideal answer would also make a difference between descriptive and injunctive norms, and explain why people may be motivated to follow them.

The second part of the question requires some transfer to application in the field of environmental behavior / sustainability. This was discussed both in the social influence lecture and in the applied social psychology lecture. The book has sections on that on p. 298 -301.

The ideal answer will explain how the norms get established, what group they are associated with, and how they influence behavior. As the question says, this can either refer to a real study (e.g., one from the book or from the lectures) or come up with a new example.

The minimal answer would introduce norms and say that people are conforming to them, and then have a decent example study or other example.

Question 2

Can group performance be greater than the potential group performance given by the sum of its individual members? When does gain or loss in performance of groups occur? Describe one study that illustrates either process loss or process gain and explain why the loss or gain occurred. Imagine that you were to write this exam together with a small group rather than alone – would the outcome be better or worse than writing alone, and why would that be so?

Kan gruppeprestasjon være større enn summen av enkeltmedlemmenes prestasjon? Når oppstår det gevinst eller tap i gruppens prestasjon? Beskriv en studie som illustrerer enten prosesstap eller prosessgevinst, og forklar hvorfor tapet eller gevinsten oppsto. Tenk deg at du skulle skrive denne eksamen sammen med en liten gruppe i stedet for alene – ville resultatet blitt bedre eller dårligere enn om du skrev den alene, begrunn svaret ditt?

The book explains this in Chapter 13, where it defines potential group performance, actual group performance, process losses, and process gains. It explains when process losses or gains occur, and provides the formula

Actual group performance = Group potential - process losses + process gains

The ideal answer will provide this formula, give examples for causes of losses and gains, and explain that actual group performance will be better than the group potential if process gains outweigh process losses.

The ideal answer will then give a good description of one actual study, most likely from the book. If some other study is described, it has to be referenced and findable. It might be that students come up with their own study (ie., what could be studied); this should be accepted. The book describes one study in Research close-up 13.1.

Finally, the last part asks students to reflect on their actual situation. The ideal answer would apply the terms used before, and explain what potential gains or losses would be in this situation.

The minimal answer would show that students understood how process gains and losses function, but doesn't have to give the formula. It should then have a minimal version of how this can be studied, and identify either gains or losses when writing a text together.

Question 3

Discuss to what degree social psychological findings observed in one culture can be expected to replicate in a different culture. Use at least one example study that compared different cultures regarding one finding, effect, or observation. Describe what was found in those cultures and provide a potential explanation.

Diskuter i hvilken grad sosialpsykologiske funn fra én kultur kan forventes å være reproducerbar i en annen kultur. Ta utgangspunkt i minst en studie som sammenligner forskjellige kulturer når det gjelder ett funn, effekt eller observasjon. Beskriv hva som ble funnet i disse kulturer, og gi en mulig forklaring.

Grading guide:

The book discusses this in Chapter 15. PP. 621-622 mentioning classic studies (also Figure 15.2), the work on correspondence bias p. 632, research close up 15.1, work on self-enhancement on p. 639, conformity findings p. 646, social loafing in research close-up 15.2, minimal group paradigm results p. 651, contact p. 654. Other chapters in the book also mention this topic.

The ideal answer would give an explanation of what we mean by replicability (the book provides a definition: “**cross-cultural replication** a test of whether the results of a study are the same if it is repeated as exactly as possible in another cultural context”). It could also embed this in the general context of the replication crisis (Chapter 1 in the book). It would then roughly define culture and using that definition to discuss whether replicability should be expected or not. The most sensible answer is probably that SOME replicability of basic principles should be expected, but that cultural norms have considerable sway, and can render even strong effects observed in WEIRD cultures mute in others.

The ideal answer would then give one good example, most likely from the list above or from the culture lecture.

The ideal answer would also explain WHY the difference occurred.

The minimal answer would show that the students understand that findings from one culture can not simply be expected to be true in all other cultures, and have an acceptable description of a finding that shows this difference.

Question 4

In general, social psychology uses a variety of different research methods (e.g., experiments, quasi-experiments, surveys, observational methods, etc.). Choose two of these and describe how they could be used to study aggression. In your answer, also define aggression.

Generelt bruker sosialpsykologien en rekke forskjellige forskningsmetoder (f.eks. eksperimenter, kvasi-eksperimenter, undersøkelser, observasjonsmetoder, etc.). Velg to av disse, og beskriv hvordan de kan brukes til å studere aggresjon. Definer også aggresjon i svaret ditt.

This question combines knowledge from research methods (Chapter 2 in the book) and Aggression (Chapter 9).

The ideal answer would define aggression. The book provides this definition: “any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment”. The ideal answer would come close to this, and include both harmful behavior and the notion that the object of that behavior is motivated to avoid it. The ideal answer could also reflect on the various forms of aggression from physical to relational etc. (p. 350).

The ideal answer would then mention various research methods, choose two and define them somehow, and then explain how they could be used to study aggression. The ideal answer would be clear on what theory or hypothesis is tested. It should be clear what aspect of the aggression is studied (interindividual differences, gender differences situational factors (e.g., alcohol), processes, etc.). The ideal answer would compare the advantages and/or disadvantages of the two methods as applied to aggression research.

The minimal answer would have a basic definition of aggression and sketch the application of two research methods.

Instructions on references:

You do NOT need to use APA style references of sources in your answers, but you are asked to use a simplified version to point to the sources that you use:

Theories and classic studies:

If you point to a specific theory, know the author(s), and want to name them, you can simply write the author's name without referencing a specific work. For instance, you would write: "One theory that aims to explain intergroup behavior is Social Identity theory by Tajfel."

Similarly, if you want to point to a specific well-known study and know the author, you can simply write the author's name, without the year of the publication: "In Milgram's studies on obedience..."

Other studies mentioned in the textbook:

If you want to point to a specific study that you found in the textbook or other pensum, you can refer to it without adding an APA reference, but pointing to the textbook, e.g.:

"one experimental study by Klimesmith and colleagues showed that handling a gun for 15 minutes increased men's testosterone levels, compared to handling a toy (textbook, p. 367)."

or (especially for those who have an e-book version and might not have the print text numbers):

"one experimental study by Klimesmith and colleagues showed that handling a gun for 15 minutes increased men's testosterone levels, compared to handling a toy (textbook, Chapter 9)."

You could also write (Hewstone & Stroebe 2021, p. 367) or (Hewstone & Stroebe 2021, Chapter 9)

Similarly, you can point to (pensum chapter 6 on Understanding others) or (Ward, 2016, p. 367)

In every case, the goal is to make this somehow verifiable for the person who is grading your answer.

Studies not mentioned in the textbook:

If you want to refer to literature that you did not find in the textbook, but somewhere else, you need to make sure that the grader can also find the study you are talking about. So in that case, you would have to provide a more proper reference, by adding the year in the text and the source at the end of the answer. The source needs to include at least the first author, the title, and the journal or book title.

For instance:

"one experimental study by Klimesmith and colleagues (2006) showed that handling a gun for 15 minutes increased men's testosterone levels, compared to handling a toy."

AND

Klimesmith et al., (2006). Guns, testosterone, and aggression: an experimental test of a mediational hypothesis. *Psychological Science*.

Or the complete APA reference, which you can easily copy by looking up the reference on Google Scholar and clicking on the " symbol:

Klimesmith, J., Kasser, T., & McAndrew, F. T. (2006). Guns, testosterone, and aggression: an experimental test of a mediational hypothesis. *Psychological science*, 17(7), 568-571.

Again - this is ONLY necessary if you cite a source that is not also mentioned in the penum.