

## 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 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.

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. Emphasis 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 would otherwise have a disadvantage irrelevant to the pensum.

Note: We **changed** the book for social psychology some semesters ago. The current source is:

Social psychology: Alcock, J. & Sadava, S. (2014). An introduction to social psychology. Global Perspectives. Los Angeles: Sage. See the lecture plan for assignment of chapters to lectures, and the page numbers below as guides.

1. **Explain norm-based social influence and provide one example. The example can come either from daily life or from an empirical study. Compare this to how the Theory of Reasoned Action/Theory of Planned Behavior explains the influence of social norms.**

**Forklar norm-basert sosial innflytelse og gi et eksempel. Eksemplet kan enten være fra dagliglivet eller fra en empirisk studie. Sammenlign dette med hvordan teorien om overveid handling/teorien om planlagt adferd forklarer innflytelsen fra sosiale normer.**

Most relevant pages in A&S 2014: p. 172ff, p. 125ff

**The ideal answer** defines social influence as a change in another persons' behavior and norms as what other people in a persons' environment think about the appropriateness of the behavior, and then tie those two concepts together. For norm-based social influence, one has to be aware of another person's beliefs about/attitudes towards the behavior, and orient one's behavior accordingly. This should come out in the answer and also the example.

The ideal answer would also reflect on the fact that some people's beliefs/attitudes are more important than others', e.g. ingroups, close relations, authority figures, etc.

Theory of Reasoned Action (and also the textbook on p. 125) conceptualize subjective norms as consisting of "(1) beliefs that certain people or groups expect the action from you; and (2) your motivation to comply with these expectancies" (p. 125). This is thus very similar to general norm-based social influence. The difference is that TRA assumes that this does not directly influence behavior but first and foremost intention, which then predicts behavior. The ideal answer would reflect that.

Finally, the ideal answer also needs a well-explained example, as the question requires.

**The minimal answer** would provide a reasonable description of what social influence is (mentioning behavior as the outcome), and provide a fitting example.

2. **What do facial expressions of emotions communicate, and what can influence whether they are displayed? Name at least two factors that influence whether they are displayed, and explain them.**

**Hva kommuniserer ansiktsuttrykk for følelser, og hva kan påvirke hvorvidt de blir vises? Navngi minst to faktorer som påvirker hvorvidt de vises, og forklar de.**

p. 221ff

The book describes facial expressions as providing an “ongoing stream of information related to the person’s emotional reactions” (p. 221)

The ideal answer needs to

- Define emotions, e.g. as reactions to important events (real or imagined) that bring about changes in affect, arousal, motivation. Extra points for mentioning appraisal as the cognitive mechanism that is assumed to actually cause the emotion.
- Describe several facial expressions and link them to the respective emotions (e.g., smile – happiness). Ideally, all basic emotions are mentioned
- Provide a plausible description of possible moderators

The moderators can either be situational or more stable.

The book mentions these situational moderators:

- Self-presentational concerns
- Presence of an audience (p. 223)
- Assumed norms of the audience, influenced themselves by culture
- Who the person was who expressed the emotion, and what one’s relation to the person is

And these stable moderators:

- Shared membership in groups leads to more similar expressions
- Some expressions seem to be culturally learned

Note that the book actually contrasts the emotion-expression model (p. 222) to the motive-communication model (p. 223). A really exhaustive answer could put this debate into the center, but this would be excellent, and is not expected. The book is not very well written in this regard, and the comparison is not well described.

Additional moderators are probably mentioned elsewhere in the book, so other answers can be correct.

The minimal answer would reflect that emotions are reactions to the environment, and that facial expressions tell about those to other people, and provide at least one well-explained moderator, or two not-so-well explained ones.

- 3. What is self-esteem? Describe two ways in which it can be measured. Name at least two factors that can influence self-esteem and illustrate them with everyday examples or studies.**

**Hva er selvtillit? Beskriv to måter det kan måles. Navngi minst to faktorer som kan påvirke selvtillit og illustrer med dagligdagse eksempler eller studier.**

p. 87ff

The book introduces self-esteem simply as “feeling positive about oneself”.

Measurements: the book mentions (p. 87)

- Explicit measures: questionnaires
- Implicit measures: e.g., evaluations of letters comparing name letters to non-name letters
- Content analysis of photos provided by the participant
- Other measures can be derived by comparing self-esteem to attitudes or from other studies described in the book

The ideal answer would mention that questionnaires are susceptible to response bias and self-presentation concerns.

Influences on self-esteem can be situational:

- Social comparisons
- Comparisons to ideal/ought self-guides
- Gaining status (p. 89)
- Self-protection, self-presentation concerns  
membership in social groups and the outcomes of those social comparisons

or personality:

- Narcissism leads to chronically boosted explicit self-esteem
- Perfectionism may lead to chronically low self-esteem
- 

or culture-related

- Culture seems to modulate how positive/negative events lead to gains/losses in self-esteem (p. 98)

and typically driven by motives:

self-enhancement, striving for positive social identity in the case of the social self-esteem

The ideal answer would provide a good explanation of self-esteem, describe and compare two measurements, and provide two good explanations of influences with examples.

The minimal answer would provide a reasonable explanation of self-esteem, and either one good or two mediocre measures/influences.

- 4. Define stereotypes, prejudice, and discrimination, and describe the differences and relations between them. Explain how discrimination can be increased or decreased by the social context, and name at least one social context factor that increases or decreases discrimination. Provide an example from daily life or a study.**

**Definer stereotype, fordommer og diskriminering, og beskriv forskjellene og relasjonen mellom dem. Forklar hvordan diskriminering kan øke eller minke i forhold til den sosiale konteksten, og navngi minst en sosial kontekstfaktor som kan øke eller minke diskriminering. Gi et eksempel fra dagliglivet eller en studie.**

p. 400ff

The book defines prejudice as an individual-level attitude or simply an attitude (p. 400), stereotypes as the cognitive component of prejudice, emotions/feelings as the affective component, and discrimination as the behavioral component.

Alternatively, it would be correct to state that stereotypes are knowledge/associations/assumptions about groups, prejudice is affect/emotion, and discrimination is behavior towards groups or individuals based on their group membership.

The important point is to name knowledge, evaluations/feelings/emotions, and behavior for the first part of the question.

The typical idea is that the three concepts are interwoven in many ways. Stereotypes about groups can lead to negative evaluations, which then lead to discrimination. Negative evaluations can also lead to more stereotypes. Stereotypes can also lead directly to discriminatory behavior. The ideal answer would provide such links.

For the second part of the question, any situational or context variable counts that is described as either increasing discrimination directly or through first increasing stereotypes or prejudice. This can be situational factors like mood influences, but also long-term effects like learning wrong stereotypes about marginalized outgroups, or realistic conflict about resources leading to active competition and discrimination. The question does not ask about personality influences (RWA/SDO/authoritarian personality etc.)

The book specifically discusses discrimination on p. 410ff, and mentions there societal norms. Then on p. 419 intergroup contact is described as influencing prejudice.

The minimal answer provides a correct definition of at least two of the three concepts and a reasonable example/study for context/situational effects.