

Grading guide, Main exam PSY1100 / PSYC1201 Spring 2021

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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 Inspera. Non-native students answering in Norwegian or student with difficulties in spelling would otherwise have a disadvantage irrelevant to the pensum.

Note: We **changed** the book for social psychology this semester. The current sources are:

- Hewstone & Stroebe (2020). *An introduction to social psychology*, 7th edition. Wiley.
- OR
- Hewstone & Stroebe (2015). *An introduction to social psychology*, 6th 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.

Students were given the following guidance on referencing:

Instructions on references:

You do NOT need to use APA style references of sources in your answers, but you should point to sources other than the textbook in a simplified version.

In general, you do not need to reference the pensum if you report general knowledge from it. You also do not need to add a reference section at the end of your answer if you just point to the textbook.

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 important 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..."

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)."

In this case, you could also write (Hewstone & Stroebe, 2021, p. 367)

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

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

"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.

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

Question 1

Hvordan kan man måle en persons holdning til å spise kjøtt? Hvilke fordeler og ulemper har de forskjellige alternativene? Er det mulig å forutsi personens faktiske atferd til å spise kjøtt basert på holdningen du målte?

How could you measure a person's attitude towards eating meat? What are advantages and disadvantages of different options? Is it possible to predict a person's actual meat-eating behavior from knowing the attitude that you measured?

Relevant pensum: Chapter 6 in Hewstone and Stroebe, 6th/7th edition.

The **ideal answer** would start by defining what an attitude is: an evaluation of an object that is based on cognitive, affective, and/or behavioral information. The idea of evaluation, value, or positivity/negativity etc. is central and should be mentioned.

Regarding different ways of measurement, the book chapter emphasizes the distinction between explicit and implicit measures. The difference is whether participants are directly asked to verbally report the attitude or not. Various explicit measures are listed and explained: Likert scales, semantic differential scales. For implicit measures, also several are explained: Evaluative priming, IAT, Affect Misattribution Paradigm (the last one only in the 7th ed).

The ideal answer should describe and compare at least TWO, and they can come from the same group. So, it's perfectly fine to compare Likert scales and semantic differentials. Additional methods not in the book are of course also possible (e.g., behavior observation). Advantages need to be mentioned and compared.

The last part of the question refers to prediction of behavior from attitudes, which has a separate section in the book, titled "Do attitudes predict behavior?"

In this part, the ideal answer should mention that predicting behavior from attitudes is not completely straightforward, but that attitudes and behavior often diverge. The book then lists conditions under which prediction is better, and theories that allow a better prediction by adding intentions (Theory of Planned behavior/reasoned action). The ideal answer would mention one of these moderators or solutions to the attitude-behavior-gap.

The **minimal answer** would describe and compare (any) two ways to measure attitudes towards meat and show understanding for the fact that attitudes do not perfectly predict behavior.

Question 2

Hva er ledelse, og hvilke funksjoner har den? Hva er det som avgjør om ledelse er effektivt? Forklar hvordan studiet av ledelse passer til definisjonen av sosialpsykologi.

What is leadership, and what functions does it serve? What determines whether leadership is effective? Please explain how the study of leadership fits the definition of social psychology.

Relevant pensum: Chapter 13 in Hewstone & Stroebe (6th/7th ed)

The **ideal answer** defines leadership, referencing a) influence followers and b) its goals, namely contributing towards the followers effectiveness in a group. These are the functions of leadership (compare the section *What makes leadership effective* in the chapter). This can emphasize work groups or not, both is fine.

The book emphasizes that effective leadership is neither completely determined by leader traits not by the context, but by their interaction. The ideal answer would mention that, and give an example for both sides.

The last part of the question refers to the definition of social psychology as the study of how the real, implied, or imagined presence of others influences people's thinking, feeling, and/or behavior. The ideal answer would mention this definition or a similar one that also emphasizes the coordination or influence between people, and explain that leadership is one form of such influence.

The **minimal answer** would broadly define leadership as a form of influence, mention at least one determinant of effective leadership, and connect this to the general idea that social psychology studies influence between people.

Question 3

Hva er selvtillit (også kjent som selvfølelse)? Hvordan kan det måles? Beskriv en faktor som kan redusere selvtilliten, og en faktor som kan øke den.

What is self-esteem (also known as self-worth)? How can it be measured? Describe one factor that can decrease self-esteem, and one factor that can increase it.

Relevant pensum: Chapter 5, especially section on "The nature of self-esteem"

The **ideal answer** would characterize self-esteem as an overall evaluation of the self, and compare it to knowledge about the self (self-concept), explain that it varies between people and situations.

The measurement part can in principle be answered in the same way as in the attitude question above. The book emphasizes explicit measurement with Likert scales and implicit measures.

The factors for increase / decrease can be very broad and also come from other parts of the pensum, e.g. social comparison, performance feedback, social inclusion/exclusion, enhancement of the social self-esteem through intergroup comparison / discrimination, self-enhancing illusions, or even narcissism or cultural factors. Any factor that is well-explained here should be accepted. The ideal answer would describe two distinct factors (not just upward vs. downward social comparison).

The **minimal answer** defines self-esteem as having to do with evaluation, mentions at least one way to measure it, and describes one factor that increases or decreases it, where it can be the same factor.

Question 4

Definer fordommer, og beskriv det gjennom et eksempel. Beskriv én måte å redusere fordommer mellom to grupper på. Hvilke evidenser finnes det for hvor effektiv denne måten er?

Define prejudice, and illustrate it with one example. Describe one way to reduce prejudice between two groups. Summarize the evidence on how effective it is.

Pensum: Chapter 14 in Hewstone & Stroebe

In the introduction of the chapter, prejudice is broadly defined as an attitude or orientation towards a group or its members that devalues it directly or indirectly, often to the benefit of the self or own group.

The example can be either from real life, or from a study, or even reference a measure. Anything goes here.

Regarding prejudice reduction, the book has a section on "Psychological interventions to reduce prejudice and improve intergroup relations". The main approaches there are intergroup contact, changing levels of categorization, extended/vicarious contact, and perspective-taking. Any of these would be appropriate, and others that are well-described (from other sources) would also be appropriate. The question also asks for evidence. The answer does not have to describe a specific study, but it can. A general statement or summary on the evidence is good.

The **ideal answer** defines prejudice in the above way, illustrate with an example, and explains one way to reduce prejudice, explains why this is a valuable goal, and presents evidence with a general inclusion and some reference to an actual study. The **minimal answer** can either provide a study or a general conclusion, and can skip the explanation why reducing prejudice is valuable.