Exercise walk-through

1.3
The sociocultural approach

International Baccalaureate · IB Diploma · Psychology · SL

The cognitive approach

- The **cognitive approach** studies mental processes such as memory, thinking and **attention**.
- Because we cannot see these processes, cognitive psychologists build **models** : simple pictures of how a process might work.
- A good model makes **predictions** that an experiment can test.
- The **multi-store model** (Atkinson and Shiffrin, 1968) says memory has three stores in a line: sensory memory, short-term memory and long-term memory.

The sociocultural approach

- The **sociocultural approach** explains behaviour by the groups and **culture** around us.
- It assumes we learn how to behave from other people.
- **Social identity theory** (Tajfel and Turner) says part of our self-esteem comes from the groups we belong to.
- In Tajfel's "minimal group" study (1971), Bristol schoolboys were split into groups by a trivial task (which of two painters they preferred).

How the approaches work together

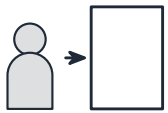
- Good answers often use more than one approach.
- Depression, for example, has a biological side (**genes** and serotonin), a cognitive side (negative thinking) and a sociocultural side (poverty, loneliness and how a **culture** talks about mental illness).
- Caspi's study shows two of these working together.
- Topic 2 uses this idea in each context, and the concept of **perspective** asks you to say which approach a claim comes from and which approaches it leaves out.

Exercise 2.1

2.1 Distinguish between **enculturation** and **acculturation**. [2]



enculturation



acculturation

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2.1

enculturation: learning the norms and practices of your own culture, e.g. from parents; acculturation: changes in a person on contact with a new culture, e.g. after moving abroad

Exercise 2.2 (a)

2.2 Identify Berry's acculturation strategy for each student who has moved from China to Canada:

(a) Lin keeps Chinese customs and also makes Canadian friends and joins school clubs; [1]

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(a) integration

Exercise 2.2 (b)

2.2 Identify Berry's acculturation strategy for each student who has moved from China to Canada:

(b) Hao speaks only English and avoids Chinese food and festivals; [1]

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(b) Hao speaks only English and avoids Chinese food and festivals; [1]

(b) assimilation

Exercise 2.2 (c)

2.2 Identify Berry's acculturation strategy for each student who has moved from China to Canada:

(c) Yu mixes only with other Chinese students and keeps all her home customs. [1]

	join new: yes	join new: no
keep first: yes	?	?
keep first: no	?	?

Exercise 2.2 (c)

2.2 Identify Berry's acculturation strategy for each student who has moved from China to Canada:

(c) Yu mixes only with other Chinese students and keeps all her home customs. [1]

	join new: yes	join new: no
keep first: yes	?	?
keep first: no	?	?

(c) separation

Exercise 2.3

2.3 *(Paper 1 Section A.)* Describe **one** study of conformity. [4]



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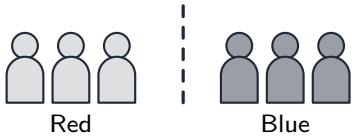


2.3

Asch (1951); students judged which of three lines matched a test line, after several actors gave the same clearly wrong answer; about one third of answers followed the wrong group, and three quarters of students conformed at least once; shows that people often change their answer to match a group norm

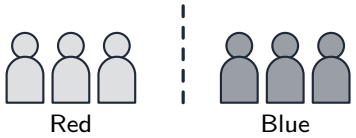
Exercise 2.4

2.4 *(Paper 1 Section B, human relationships.)* A school puts all Year 7 students into two "houses", Red and Blue, for sports. Soon students from each house call the other house names and refuse to sit together. Using social identity theory, explain this behaviour. [6]



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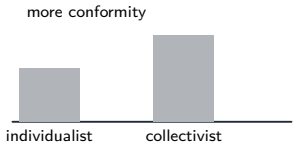


2.4

award up to [6]: social identity theory: part of self-esteem comes from the groups we belong to; students categorize themselves as Red or Blue; they compare their house with the other and favour their own to feel good; Tajfel (1971): even trivial groups led boys to favour their own group and to maximize the difference; here the houses are just as arbitrary, so in-group favouritism and rivalry are expected; competition for sports points adds to the conflict / joint goals across houses could reduce it

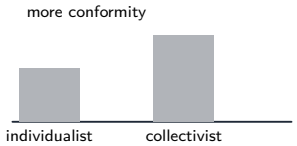
Exercise 3.1

3.1 *(Paper 1 Section C.)* "How much people conform depends on their culture." Discuss this claim with reference to the concept of **bias**. [15]



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3.1

Mark with the markbands: [13-15] focused on the claim, accurate knowledge, evidence used to build an argument, the concept used to evaluate throughout, a supported conclusion; [10-12] mostly focused, evidence used, some evaluation through the concept; [7-9] relevant knowledge but mostly description; [4-6] limited knowledge, little evaluation; [1-3] little that is relevant. Points that may be included: Asch (1951): about one third of answers conformed; bias: the sample was American male students from one culture and one period, so it may not represent other cultures; Bond and Smith (1996): 133 studies in 17 countries; more conformity in collectivist cultures; this supports the claim and reduces the sample bias of a single study; but cultural dimensions are national averages, and many people do not fit them; the line task may mean different things in different cultures, e.g. agreeing with a group may be politeness, not changed judgement (a measurement / cultural bias); conformity also depends on the situation, e.g. group size and a dissenter; conclusion: culture appears to affect conformity, but the evidence carries Western-sample and measurement bias