Exercise walk-through

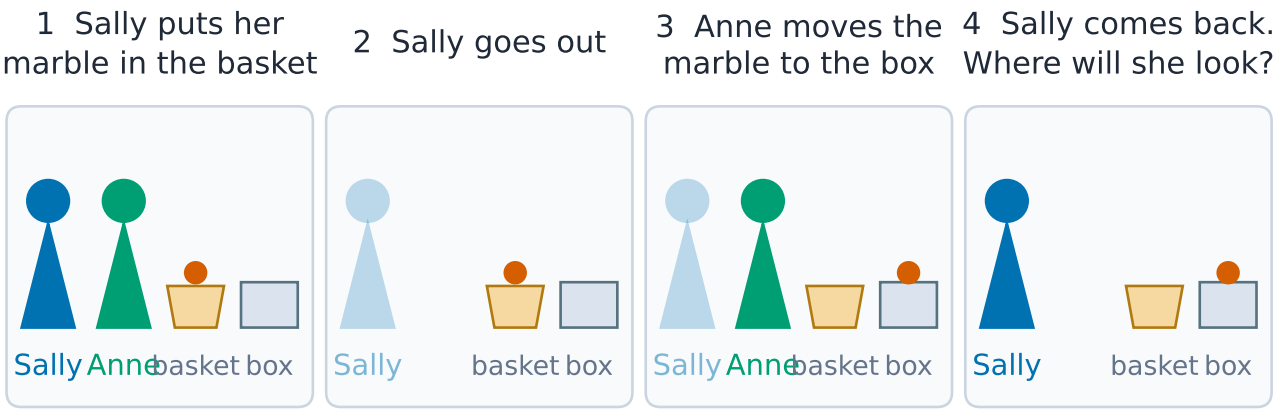
2.1
Social learning without stereotypes: supported rehearsal

International Baccalaureate · IB Diploma · Psychology · SL

The six concepts

- Each concept is a question to ask.
- In an essay, you use them to evaluate, not just to describe.
- *The six concepts as six questions to ask of a study or a claim*
- Two related words appear in many questions. **Validity** means a study measures what it claims to measure. **Reliability** means it gives the same result when repeated.

Figure: Context 2: human development



A child with theory of mind answers "the basket": Sally did not see the move, so she believes something false.

- Four panels: Sally puts a marble in the basket, Sally leaves, Anne moves it to the box, Sally returns and the child is asked where she will look
- Match each part of the diagram to the text.

Common errors

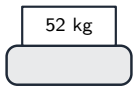
- Answering Section B in general terms instead of applying the theory to the people in the situation.
- Writing a Section C essay that lists studies without using the concept to build an argument.
- Treating **depression** as having one cause; the **diathesis–stress model** joins biological, cognitive and social factors.

Exercises 2.1·2.2

2.1 Name the concept that each comment raises: (a) “Trust was measured by how much money people gave in a game.” (b) “Both happened at the same time, so we cannot say which caused the other.” (c) “Participants were not told they could leave at any time.” (d) “Only university students from one country took part.” [2]

bias | causality | change | measurement | perspective | responsibility

2.2 Distinguish between **validity** and **reliability**. [2]



true mass 50 kg, every time

Exercises 2.1·2.2

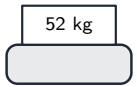
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bias | causality | change | measurement | perspective | responsibility

2.1

(a) measurement; (b) causality; (c) responsibility; (d) bias: all four; two or three

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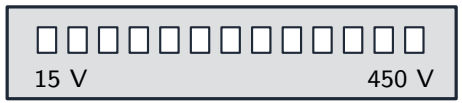
true mass 50 kg, every time

2.2

validity: how far a study measures what it claims to measure; reliability: how far it gives the same result when repeated / with another researcher

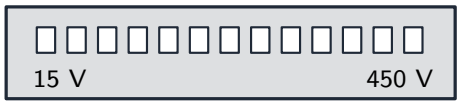
Exercise 2.3

2.3 Explain how the concept of **responsibility** applies to Milgram's obedience study (1963). [3]



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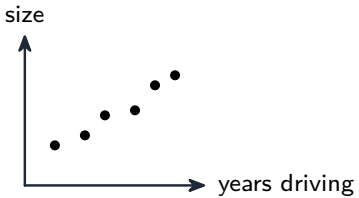


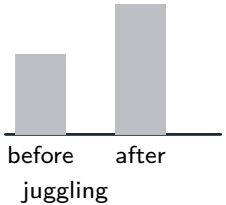
2.3

participants believed they were giving painful shocks, and many showed real distress; they were deceived and pushed to continue, so the right to withdraw was weakened; today such a study would not pass an ethics review / researchers must protect participants from harm and debrief them

Exercise 2.4

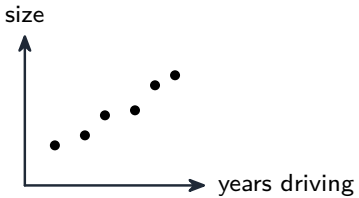
2.4 Using the concept of **causality**, explain why Maguire et al. (2000) and Draganski et al. (2004) allow different conclusions about experience and the brain. [4]

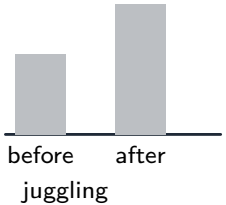




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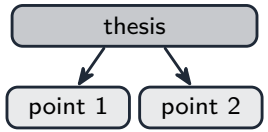


2.4

Maguire found a correlation between years of taxi driving and hippocampus size; it cannot show that driving caused the growth: people with a larger hippocampus might be better at the job; Draganski used an experiment: the researchers chose who learned to juggle and measured grey matter before and after; so practice caused the change, which supports a causal claim about neuroplasticity

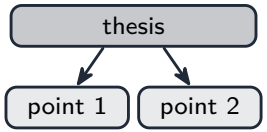
Exercise 2.5

2.5 For the claim “Asch’s study shows that people are conformist”, write a thesis sentence and **two** evaluation points that use the concept of **bias**. [4]



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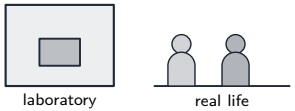


2.5

a clear thesis that answers the claim, e.g. the study shows that many people conform in one situation, but not that people in general are conformist; point 1: sample bias: American male students in the 1950s, so the result may not generalize to other groups or times; point 2: the task was artificial, with strangers and unimportant lines, so it may overstate or understate conformity in real life / only a third of answers conformed

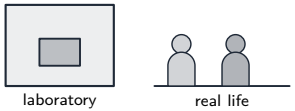
Exercise 3.1

3.1 *(Paper 1 Section C.)* "Laboratory studies tell us little about real behaviour." Evaluate this claim with reference to the concept of **measurement**. [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: measurement: lab studies turn behaviour into clear, comparable numbers, e.g. speed estimates in Loftus and Palmer (1974); high control lets the researcher change one variable, so the cause can be shown; but the measure may not match real behaviour: a film is not a real crash (low ecological validity); Kosfeld et al. (2005): trust measured as money given in a game with strangers, which may not reflect trust at work or in families; Asch (1951): conformity measured with unimportant lines; real decisions may matter more to people; Milgram (1963) still showed behaviour that predicted real obedience, so some lab measures do transfer; field studies such as Darley and Latané's intercom set-up or replications in other settings test this; conclusion: lab studies tell us a lot about causes, but their measures must be checked against real settings before we apply them