

ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS



International Baccalaureate
 Baccalauréat International
 Bachillerato Internacional

4 PAGES / PÁGINAS

At the start of each answer to a question, write the question number in the box using your normal handwriting / Avant de répondre à une question, inscrivez son numéro à la main dans la case appropriée / Al comienzo de cada respuesta, escriba a mano el número de pregunta en la casilla.



Example
 Exemple
 Ejemplo

27

27

Example
 Exemple
 Ejemplo

3

3



1

Localisation of brain function is the idea that each individual brain area or structure is responsible for certain behaviours. Over the years, 2 types of localisation have been proposed: strict localisation and relative localisation. Strict localisation is the idea that if the brain area is damaged, the function will be lost forever as only one area is responsible for that behaviour. Relative localisation is the idea that while certain areas are localised for a behaviour, other brain areas can take over to perform the function instead if there are damages to the brain. While relative ~~local~~ localisation is more accepted, strict localisation can still be observed in some areas.

One area that is localised for brain function is Broca's area. Broca ~~conducted~~ conducted a case study into his patient "Tan", who lost the ability to speak when he turned 30 and could only pronounce "tan". However, "Tan" was still able to sing some songs and comprehend ~~speech~~ speech, so not all language functions were lost. A post-mortem autopsy on "Tan" revealed that there was a ~~teoria~~ lesion in the frontal area of the left hemisphere, which Broca named Broca's area. Broca diagnosed 25 more patients with the same condition before concluding that speech articulation is localised strictly in the frontal area of the left hemisphere, naming the condition Broca's aphasia - the loss of articulated speech. The study showed how damage to a brain area could lead to the loss of a function permanently, showing localisation of brain function. Relative localisation is not shown as "Tan" never recovered, but various studies on localisation by other researchers that most functions in the brain are at most

- 2 -

relatively localised, though speech articulation as a component of language is shown to be strictly localised in Broca's area. Broca's study led to further research into brain functioning, establishing the validity of localisation of brain function as an ~~model~~ explanation.

8/9

2

Reconstructive memory is the idea that our memories are not copies of the real life events we witnessed, but rather reconstructions made by cognitive or schema processing. Research into this area have led to questioning about the reliability of memory, which can be important in real life situations like eyewitness testimony, which requires the recall of a crime witnessed as evidence, and thus can affect whether people are rightfully incarcerated. One study into investigating reconstructive memory is conducted by Loftus and Palmer.

Loftus and Palmer aimed to test whether leading questions would have an effect on the estimation of speed. A group of 49 college students were used as participants and were asked to view 7 ~~video~~ educational films on car crashes. Participants were then given a standardised questionnaire which asked them the same questions other than the leading question which asked them at what speed was the ~~car~~ car operating at in the film, with the critical verb in the question altered to be either "smashed", "hit", "bumped", "collided", or "contacted". There was also a second part of the study where participants were asked whether they saw broken glass or not. Findings showed that those in the smashed condition had the highest estimations of speed, and recorded seeing broken glass - which wasn't actually in the film, the most. This can be explained by schema theory ~~as~~, ~~as the memory of the film~~, as the word "smashed" led to a ~~high estimate of speed~~, but also activated our schemas for a more severe car accident, which we associate broken glass and high speeds with. The broken glass result demonstrated reconstructive

- 3 -

memory, as information that was given post event was integrated into a real memory to become consolidated on the new memory. We associate smashed glass with severe car accidents - a schema activated by the word "smashed", which led to the assumption and expectation that broken glass should have appeared, leading to memory being distorted. The study showed how leading questions can lead to the creation of false memories and affect estimations, which has heavy implications for processes such as criminal investigations as the way the question is worded ~~and~~ could affect the testimony given, thus questions should always be worded neutrally in order to avoid reconstructing memories through leading questions thus schemas. Reconstructive memory shows that ~~memory~~ memory encoding is an active process, thus research into memory must be carefully conducted to avoid memory distortion.

6/9

3.

Cultural dimensions were proposed by Hofstede as a list of dimensions which all cultures could be categorised into and thus can be compared based on different dimensions. One cultural dimension proposed was individualism vs collectivism. Individualistic cultures are described to value independence, competition, and self-efficiency. An example would be America. Collectivistic cultures are proposed to have a strong group mentality where the group should be more important ~~to the~~ than the individual and unquestioning loyalty to the group is expected, for example China. One study which demonstrates the effects of individualism vs collectivism has on ~~the~~ behaviour was conducted by Bond and Smith.

Bond and Smith investigated into whether culture played a role in conformity. They conducted a meta-analysis correlational ~~study~~ study on research on the ~~the~~ Asch paradigm, focusing on individualistic and collectivistic cultures. They found that collectivistic cultures ~~were more like~~ such as Japan and Hong Kong are more likely to conform compared to individualistic cultures such as

- 4 -

America and the UK. This was explained by how as collectivistic cultures value the group and the group's reputation highly, individuals are more likely to conform due to referential social influence. This is a type of conformity where people are said to be more likely to conform to the in-group as opposed to the outgroup as we want to be liked by the in-group and believe that the in-group is better informed. This effect would have been emphasised in collectivistic cultures, as there is ~~the~~ expected unquestioned loyalty to the group. Collectivistic cultures places de-emphasis on the individual's own emotions and thoughts as well, so participants are more likely ~~not want~~ to ~~be the~~ not want to be the odd one out, leading to higher rates of conformity. Thus, the study was able to investigate the role of one cultural dimension in relation to conformity, demonstrating a clear distinction between the two and establishing the validity of Hofstede's cultural dimensions.

6/9

6

Social Identity theory was proposed by Tajfel and Turner in order to explain intergroup conflict. It suggests that we separate our environment into in-groups and out-groups, and the comparison between the 2 is what causes conflict to arise. The theory has shown to be able to explain many behaviours such as stereotypes and conformity, but has also been compared and ~~rebutted~~ ^{opposed} by the real group conflict theory, ~~proposed~~. Through the examination of research conducted by Cialdini et al., Tajfel, as well as ~~the~~ ~~as~~ the real group conflict theory, this essay will evaluate the Social Identity theory for its validity as a theory to explain intergroup conflict.

The social identity theory ~~composes~~ is composed of 4 stages. First, there is Social Categorisation, where we separate our social environment into our in-groups and out-groups. Perceived variability within the in-group or within the out-group decreases, while perceived variability between groups is maximised. The next stage is Social Identification, where we identify the norms of the groups and adopt the traits in order to ~~be~~ identify

ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS



International Baccalaureate
 Baccalauréat International
 Bachillerato Internacional

4 PAGES / PÁGINAS

At the start of each answer to a question, write the question number in the box using your normal handwriting / Avant de répondre à une question, inscrivez son numéro à la main dans la case appropriée / Al comienzo de cada respuesta, escriba a mano el número de pregunta en la casilla.



Example
 Exemple
 Ejemplo

27

27

Example
 Exemple
 Ejemplo

3

3



6

with the in-group and become a part of the in-group we have chosen. ~~the~~ Next, there will be social comparison, where we compare ~~ourself ourselves based~~ the in-group and the out-group in order to lead to the final stage - positive distinctiveness, where we achieve an increase in self-esteem when we compare the in-group and out-group based on valued dimensions in order to feel superior. This has shown to lead to behaviours such as in-group bias and out-group ~~first~~ discrimination, as well as out-group homogeneity which leads to stereotypes.

Cialdini et al investigated into the basking in reflected glory (BIRG) phenomenon in order to investigate whether people would publically associate with successful others in order to ~~use~~ bask in their reflected glory / success. They conducted a covert observation study across 7 universities in America, and 3 types of data was recorded on every Monday after an interschool football match: the number of students attending class, the number of students wearing clothing identifying with the school of attendance, and the number of students wearing clothing identifying with another school not of attendance. The findings showed that with an average of 176 student participants, 8.4% were clothing identifying with the school of attendance while only 2% were clothing identifying with another school. There was a consistent tendency to wear school apparel after football victories as opposed to non-victories. Thus, Cialdini et al concluded that we do have a tendency to associate with successful others to bask in their glory even though we took no part in the success of the group ~~to~~ personally. ~~The~~ Choosing to wear school apparel after

- 2 -

Football victories allowed students to identify as a part of the successful in-group, ~~and~~ their university, to compare themselves with other universities based on a valued dimension - football victories, and boost their self-esteem through positive distinctiveness. The study demonstrated the different stages of ~~social~~ social identity theory among university students in America, providing empirical evidence ~~for the~~ to support the theory.

However, there are limitations to this study which reduce its validity as well. Firstly, there is a small and ~~the~~ unrepresentative sample, thus results have low generalisability. Individual differences could've also affected results - for example men might be more likely to be interested in sports and thus might be more competitive. America is a western country might also place higher importance on ~~the~~ sporting events and football, so some ~~research might not be as~~ findings might not be observed in other cultures. The study assumes that football matches were the only variable affecting clothing choice, but other factors such as a change in weather could've led to an increase in choosing school hoodies to stay warm as well. The ~~study~~ study was able to highlight some weaknesses of the social identity theory, specifically the effects ~~on~~ of individual differences on different group behaviours, as those who are more competitive might show more in-group bias compared to others, increasing conflict in events not specific to Cialdini et al's study. There is also the issue of how conflict doesn't always require valued dimensions to arise, which decreases the validity of the theory as well.

To conduct research into "baseless" conflict, Tajfel conducted a study into whether the use of a minimal group paradigm can ~~in~~ still lead to group behaviour. He used a group of 64 school boys from Bristol, aged 14-15, as participants of his study. The boys were separated into 8 groups of 8, who all had to view a slideshow of 40 slides showing a random amount of dots and indicate their estimate of how many dots were actually on the screen. After this, they were individually taken into an

- 3 -

experimental man, where they were told that there were either a part of the ~~underestimators~~ ~~underestimators~~ underestimators or the overestimators. They were then asked to complete a monetary decision making task, where they had to assign rewards and punishment to either 2 people from the underestimators ~~or 1~~ or the overestimators, or 1 each from each group. Results showed that when in the same group condition, the median ~~point~~ point of transfer was around the point of fairness at 7.5, while in the different group condition, the point was closer to 12.0, with "reward for in-group, punishment for out-group" behaviour. This occurred even though the groups allocated were actually random, and based on trivial criteria. Tajfel concluded that the formation of groups led to in-group bias and out-group discrimination even though the basis for grouping was not on a valued dimension - just the idea of being in a ~~group~~ group is enough to stimulate group mentality, explaining how ~~baseless~~ baseless conflict can arise, as the success of the group would lead to a self-esteem boost through positive distinctiveness.

The study had a high level of internal validity as a laboratory experiment, which leads it to become empirical evidence that can support Tajfel and Turner's theory. However, it had low ecological validity as the experimental tasks were highly artificial in nature. The participant group was also not generalisable entirely as there is a bias in terms of age, gender, and location. It could be that boys are more competitive compared to girls ~~as~~ (as proposed by the evolutionary psychology theories), so they would ~~demonstrate~~ demonstrate more in-group bias. It also ~~assumes~~ assumes that the idea of a group is ~~the~~ the only variable, while there could be other variables such as hormones which might cause them to become more ~~competitive~~ competitive, thus this research into social identity theory is reductionist in nature.

Social identity theory is further questioned by the realistic group conflict theory, which proposes that conflict isn't baseless after all, but rather the result of conflicting goals which are mutually exclusive. This would lead to a fight for a valued resource, leading to conflict as an evolutionary

- 4 -

behaviour. This would be able to explain Tajfel's research studies into the minimal group paradigm, ~~as~~ with the ~~resources~~ resource being the monetary units. There is a need for the in-group to be able to profit more and gain more in order to win, leading to in-group bias. The theory proposes that intergroup conflict arises due to mutually exclusive goals to obtain resources, but can be resolved if superordinate goals involving cooperation is involved, thus providing an evolutionary / biological basis behind intergroup conflict behaviour. This would explain phenomena such as the anti-immigrant bias, as a fight for resources such as jobs would lead to increased conflict between the 2 groups, thus demonstrating that the idea of being in a group alone isn't enough to induce conflict.

Overall, the social identity theory is able to explain intergroup conflict ~~to~~ in detail to a certain extent, ~~as~~ but there are still limitations to ~~as~~ the theory itself. Firstly, it ignores the biological ~~explain~~ explanations behind ~~as~~ why an individual might engage in conflict, such as hormones. Certain hormones are known to be able to cause increased feelings of irritation and anger in people, thus the social ~~is~~ identity theory is reductionist in nature. It also ignores the effects of individual differences in relations to conflict. For example, people who are more competitive might have more in-group bias, out-group discrimination, and a higher need to maximise ~~of~~ intergroup differences, leading to more conflict. Thus, ~~different~~ individuals ~~are~~ social comparison could have different effects on different people based on their personality traits. It ~~is~~ also reductionist in nature in that it suggests conflict arises due to the need to boost self-esteem, though this might not be the case as demonstrated ~~as~~ by the real group conflict theory, which showed that conflict may arise for evolutionary survival reasons. The increase in self-esteem is also shown to be too short lived to have a lasting effect on personality reducing validity. ~~more than~~ ~~though~~ Nonetheless, the social identity theory provided an ~~the~~ explanation to intergroup conflict supported by empirical evidence, which ~~increases~~ ~~it~~ increases its theoretical validity. It is also able to explain ~~to~~ other behaviours such as stereotypes and conformity through the establishment of the idea of an in-group and out-group, which has been applied

**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

4 PAGES / PÁGINAS

At the start of each answer to a question, write the question number in the box using your normal handwriting / Avant de répondre à une question, inscrivez son numéro à la main dans la case appropriée / Al comienzo de cada respuesta, escriba a mano el número de pregunta en la casilla.



Example
Exemple 27 27

Example
Exemple 3 3



6

to many other phenomena as explanations for behaviour, increasing validity. It also provides a valid explanation to ~~"baseless"~~ "baseless" conflict such as racial discrimination, though ~~they are~~ there are other valid alternative explanations as well. Thus, more research could be conducted into this theory for further details and improvements to increase its validity as a theory that explains intergroup conflict.

$$2, 5, 5, 5, 2 = \frac{19}{22}$$