

ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS



International Baccalaureate
 Baccalauréat International
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4 PAGES / PÁGINAS

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Example
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conflict ~~can arise~~, or the tension and/or collision of groups can be caused by various factors. One theory of the origin of conflict is the Unified Instrumental model of group conflict, which proposes that ideological (political views and culture) and ~~situational~~ situational (social mobility, employment) factors can lead to ~~competition~~ and conflict, by highlighting the outgroup's characteristics and perceived conflict. This is shown in a study by Erbes et al. (2010). Another theory is the Realistic Group Conflict Theory, which suggests that competition over limited resources can result in groups working separately and conflict. However, this theory also suggests that conflicts can be resolved by superordinate (common, agreed upon) goals due to cooperation. Both these aspects are demonstrated by a study by Steinf et al. (1961). Another theory of conflict resolution is Ethnic Ethnic Group competition theory which claims that with increasing outgroup size increases prejudice, perceived competition and prejudice. However, ~~very large~~ ^{according to} the Intergroup contact theory, ~~very large~~ very large outgroup sizes also increase the chances that members of the ingroup and outgroup will meet, which may lead to conflict resolution. These two theories of ~~group~~ competition/conflict

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and conflict resolution is shown in a study by Salvendy et al. ~~As the competition and~~ ^{the origin} As competition and the conflict resulting from it ~~can~~ are complex, ~~behavior~~ an interaction of many theories ~~are~~ is needed to understand these behaviors.

one origin of conflict is explained by the unified instrumental Model of group conflict, where competition varies ~~the~~ situational and ideological factors ~~the~~ ^{may lead to conflict} by highlighting the outgroup's characteristics and perceived competition. Fries et al (2010) investigated intergroup relations between immigrants and members of the 'host' country (US) in relation to this theory.

they had the participants read one of two articles: one about immigrant success in a highly competitive job market and ~~one unrelated~~ ^{one unrelated} ~~to~~ ~~do~~ ~~with~~ ~~immigrants~~ about health. They found that those who read about immigrant employment success were more likely to hold negative views about them ~~as~~ (prejudices) and were more motivated to support anti-immigrant policies (discrimination). Though there was no direct conflict, this study shows that situational and ideological factors can lead to competition and thus conflict.

In the study, participants who read the immigrant employment success ~~became~~ ~~to~~ developed a more hostile attitude towards them. This is because they became more aware of the presence of immigrants in their country and the competition ~~they~~ ~~imposed~~ that the immigrants (i.e. the outgroups) posed to ~~the~~ ~~group~~ them (the ingroup). As these things became more salient, the participants perceived the immigrants as ~~threat~~ threats to their social dominance and status quo. This ^{is} could be due to the fear that

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As more immigrants are employed, the fewer job opportunities will be, resulting in less economic stability ~~and~~, mobility and political power (institutional factors) for members of the host country.

This is similar to the motivation of the Brent campaign.

The participants' perceived ~~was~~ could also allude to their symbolic perceived the immigrants as a threat to their

national identity and culture, as when they integrate into the host country, they bring along with them and spread ~~the~~ various distinct cultures with distinctly different attitudes, behaviors, norms and values. As a result, the participants became ~~less~~ less willing to endorse in the world view of accepting immigrants, held more negative views (~~was~~ prejudice) and displayed discriminatory behavior (policies). If put into action, this could result in conflict and active discrimination.

On the other hand, the RCBT proposes that competition and conflict can be caused ^{simply} due to the ~~presence~~ conflicting goals and limited resources, but it can be resolved by cooperating towards superordinate goals due to positive ^{inter} group relations. ~~See~~ Sherif et al (1961)

aimed to study this and conducted a field experiment while, teenage boys ~~participated~~ ^{unknowingly} participated in experiments disguised as typical summer camp activities that were divided into 3 stages. The first stage was group ~~formation~~ formation: the boys were housed together and were allowed to make friends, but were soon separated into two groups. These groups soon ~~are~~ named themselves the Eagles and ~~the~~ the Rangers and formed a hierarchy and their own norms, ^{and rituals.} ~~rituals~~ In the second stage, ~~they~~ competition and conflict were introduced through

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competitive activities with rewards. ~~The In Group~~ Group solidarity increased, ~~they~~ betrayed each other, and there was violent behavior such as burning the ~~other~~ ^{our} team's ~~flags~~ ^{flags}. Finally, in the last stage, conflict resolution was introduced through superordinate goals that required ~~the~~ cooperation, such as fixing the camp track during an outing, which reduced hostility.

This study shows that conflict can result from competition ~~and~~ and can be ~~resolved~~ ^{resolved} through cooperation ~~due to the imposed competition~~. Initially, the boys formed group memberships but only had negative attitudes, which only turned into active discrimination & conflict ^(e.g. burning flags) when there was imposed competition introduced by the competitive activities. The groups then became

highly interdependent, and, in order to secure resources not only those including the material prizes of the activities, but also ~~the~~ emotional ones such as ~~strong~~ feelings of ingroup ^{superiority} and increased self-esteem, they acted more ^{aggressively and violent} ~~aggressively~~. Conflict was ^{and negative stereotypes were} prolonged ~~due~~ due to the refusal of contact, but were then resolved due to superordinate goals. This

is because ~~these~~ goals like fixing the camp track and returning to camp required cooperation, leading the boys to distribute roles and responsibilities and forcing them to deal with respective differences, ~~and~~. This reduced negative stereotypes, hostility, and increased ^{shared} positive experiences that lead to the development of positive ingroup relations (i.e. friends).

Alternatively, conflict can also arise due to ~~the~~ increasing ^{out} group size ~~and~~ but can also be resolved through ^{positive} intergroup friendship contact, as addressed in the ~~the~~ Ethnic Group competition theory.

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and the Intergroup Contact theory, ~~and~~ ~~the~~ theory, respectively. This was studied by Omerz et al (2018) who investigated anti-immigrant bias in the Netherlands. They conducted a meta-analysis of data from the center of social and cultural development and modelled the ~~the~~ relationship / correlation between ~~the~~ outgroup size, ~~and~~ perceived ethnic threat, and intergroup friend contact. They found that with large ingroups there was higher perceived ~~the~~ threat, but in ~~the~~ ^{these} places with even higher proportion of outgroup members, anti-immigrant bias ^{and conflict} reduced over time.

The study shows how group size can both lead to ~~the~~ prejudice and conflict and resolve it. When outgroups were large but not large enough, to ~~increase~~ result in significant contact, members of the host country retained their pre-existing ethnic ~~schemas~~ ^{schemas} that held negative expectations, and beliefs of the immigrants. Due to outgroup ~~homogenization~~ ^{homogenization} of these negative stereotypes, they simply ~~viewed~~ ^{viewed} but ~~inaccurately~~ ^{inaccurately} viewed ^{and antagonized} the immigrant outgroup as a large, negative, but also unfamiliar outgroup. However, in places with even larger outgroups, the ~~the~~ participants were bound to meet

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the immigrants, making contact inevitable. As they meet ^{with them} more often, the participants gain more experience and more accurate information that can be ~~assimilated~~ accommodated into their ethnic schemas, changing their negative attitudes, behaviors, and motives for conflict.

Also, with more contact come more opportunities to form positive social interactions, as ^{already} demonstrated by ECCT, overall ^{resolving and} reducing conflict.

~~As~~ As discussed, there are many origins of conflict and conflict resolution which ~~include the~~ are addressed by numerous theories including the unified instrumental model of group contact, the ~~Realistic~~ Realistic Group conflict theory, ethnic group competition theory, ^{and} intergroup contact theory, ~~all of~~ and an interaction of all these theories help us gain a deeper understanding when observing and preventing war.

$$2, 5, 5, 4, 2 = \frac{18}{22}$$