

Sensorveiledning PSY1124/PSY1504/PSY1014/PSY1016

Høst 2021. 6 timers hjemmeeksamen.

Pensumbøker

Sosialpsykologi:

- Raaheim, A. (2019). *Sosialpsykologi* (2. utg.). Fagbokforlaget.
- Eventuelt eldre pensumbøker brukt i emnet.

Personlighetspsykologi

En av disse kan brukes:

- Kennair, L. E. O., & Hagen, R. (2015). *Personlighetspsykologi*. Fagbokforlaget.
- Larsen, R., Buss, D., & Wismeijer, A. (2013). *Personality psychology: Domains of knowledge about human nature*. McGraw-Hill. (Eller en seinere utgave av denne boka).

Generell sensorveiledning:

- Fraværende bruk av teori/empiri og utstrakt bruk av jeg tror/jeg synes/jeg mener (og bruk av «common sense») uten å knytte det til teori/empiri trekker inntrykket kraftig ned.
- Studenten bør klare å avgrense oppgaven sin og ikke trekke inn alt for mye, og studenten må kunne vise at det som trekkes inn av teori/empiri samt argumentasjon er knyttet til tema for oppgaven.
- Det er ikke krav til å trekke linjer mellom sosial- og personlighetspsykologi, men om noen studenter velger å gjøre det skal det ikke telle negativt.
- Alle fire oppgavene som besvares teller like mye. Dersom en oppgave ikke er besvart vil det ikke automatisk føre til stryk, men det vil telle svært negativt.
- Eksamen skal **besvares selvstendig av kandidaten**, og det er ikke tillatt å kopiere tekst fra andre studenter, oppgaver eller kilder (herunder bøker, nettsteder, vitenskapelige artikler, annet skriftlig materiale etc.). Det er ikke tillatt samarbeide med andre under eksamen.
Besvarelsen skal i sin helhet reflektere kandidatens egen kunnskap og forståelse for emnet og det oppgavene etterspør.
- **I besvarelsen vektlegges selvstendighet, tydelighet og struktur i redegjørelse av domener, perspektiver, teorier og forskningsfunn.** Bruk av direkte sitat fra f.eks. pensumbok eller andre kilder skal markeres med «» og kildehenvisning (forfatter, år,

sidetall). **Utstrakt bruk av direkte sitat vil trekke helhetsinntrykket ned.** Kandidaten skal vise evne til å presentere kunnskap selvstendig ved bruk av egne ord og formuleringer.

- I drøftingen vektlegges selvstendighet, **god vurderingsevne, evne til å avgrense egen oppgave, evne til å trekke koblinger mellom teori, empiri og argumentasjon samt evne til kritisk refleksjon.** En ryddig og presis konklusjon/avslutning basert på diskusjonen/drøftingen vektet positivt.

Sosialpsykologi

Oppgave 1

This question in its entirety is covered by chapters 1-10 (pages 29-162) in the textbook, especially chapter 4 (pages 81-87). The examiner's guide gives only a certain indication of the content of an answer, and is not exhaustive. The focus of this question is on forms of identity as understood through Social Identity Theory. The example is intended to present a scenario in which someone is negotiating different forms of their social identity; namely their familial group identity (who they are when they are with family) and their soccer team group identity (who they are when they are with their team).

The basic definition for social identity that can be expected is along the lines of "social identity is that part of our self-concept deriving from knowledge of your membership of a social group (or groups), together with the emotional significance attached to that membership". As a part of this definition, students might mention that when a social identity is active you accept the goals, norms, and rules of the group as being more important than your personal goals, norms, and rules, but only while the social identity is active.

The discussion of social identity should focus on the competition between Saya's familial and soccer team social identities. Since these two social groups have different underlying goals, norms, and rules, Saya's grandmother is likely correct that Saya taking different actions, and saying different things, while each identity is activated. This is natural, however, meaning that the 'concern' that her family are showing is likely due to her breaking familial group norms while with her soccer team. The core factor to discuss here is that this shows that her mother and grandmother see the soccer team as an active 'out-group' that they are competing with, while Saya feels like an in-group member of both groups, and no information is given about how the soccer team feels about Saya's familial group. Students may also say that the message from her mother can be taken to imply that they are demanding Saya adopt the familial group norms in all situations, rather than just when the familial social identity is activated.

Students who go deeper into the discussion of how social identity theory applies to this situation may discuss how Saya's family members are showing an insecure social identities, as evidenced by them attempting to 'shame' Saya into following the familial group norms when around her soccer team, thereby ignoring the social norms of the team. They may also discuss that making these individual-level demands is not enough to change the soccer team's group norms, stating something like 'in order to achieve change in group norms, one must work with the group towards changing the group's values. Otherwise, when making demands in conflict with the group's

current values, you will be faced with resistance”.

Oppgave 2

This question in its entirety is covered by chapters 1-10 (pages 29-162) in the textbook, especially chapters 1 (pages 29-41) and 4 (pages 81-87). The examiner’s guide gives only a certain indication of the content of an answer, and is not exhaustive. The focus of this question is on different ways in which social groups can be understood; specifically, group levels (primary and secondary groups) and group belonging (in- and out-groups).

The basic definition for primary groups that can be expected is along the lines of “Primary groups are small groups in which there is a close and personal relationship between most, if not all, members. Most often all members know each other, or know of each other, and have relatively frequent contact. They often have no clear hierarchical structure, and no formal control.”

The basic definition for secondary groups that can be expected is along the lines of “Secondary groups are large groups in which relationships are quite formal, and where you only know a few other members. They often have a clear hierarchical structure, and control is formalised.”

The basic definition for in-groups that can be expected is along the lines of “social groups with which we belong to and identify with”.

The basic definition for out-groups that can be expected is along the lines of “social groups with which we specifically do not belong or identify with”. Based on the text, some students may instead define out-groups in relation to in-groups, with the definition “the others”.

For the initial scenario (having a big fight), on the axis of in- and out-groups, students should identify that the punks are their in-group while the rockers are their out-groups. Students might discuss factors associated with in-group and out-group dynamics, including that in continuing to embrace their identity as a punk they may have taken aggressive actions against the rockers, and/or the rockers may have taken aggressive actions against the punks. Indeed, since the reason for the fight was not given to the students, they may suggest that it was aggressiveness from the rockers towards the punks that led to the argument in the first place. Students may also mention that, prior to the argument, both groups were in-groups. On the axis of primary and secondary groups, students should identify that the punks are a primary group, but that the rockers are neither a primary or a secondary group. This is because it is a group with which, in the scenario, the student no longer identifies at all. An attempt to categorise the rockers as primary or secondary might prevent the essay from achieving top marks, but should not lead to a failure.

For the secondary scenario (slowly drifting apart), on the axis of in- and out-groups, students

should still identify that the punks are their in-group, but their definition for the rockers may differ based on how they have defined out-groups. Students most likely will still identify the rockers as their out-group. However, students who define outgroups as those groups to which you specifically do not belong to or identify with may suggest that the rockers do not meet either definition. This is acceptable, as they theoretically might feel some connection to the group even if they don't fully feel like they are an active member of it any longer. On the axis of primary and secondary groups, students should still identify the punks as a primary group, and should make an argument as to whether the rockers should be seen as primary, secondary, or neither. While 'secondary' or 'neither' labels are more appropriate, a compelling argument for any of these three categories is acceptable.

Oppgave 3

This question in its entirety is covered by chapter 12 (pages 190-194) in the textbook. The examiner's guide gives only a certain indication of the content and extent of an answer, and is not exhaustive. The question aims at eliciting theory articulated to explain behavioural intention and behaviour. A valid approach could be to first operationally define what constitutes intention (i.e. a motivational readiness and antecedent of behaviour). Thereafter the students may dwell into the main theoretical approach which is covered in the main readings The Theory of Planned Behaviour (TPB, see also Figure 1). Other relevant theoretical approaches, e.g. the ABC-model of attitudes etc. may also be borderline relevant to the question, but cannot replace a focus on the TPB.

The core components of the TPB are briefly; Attitudes towards the behaviour (the extent to which an individual has a favourable or unfavourable evaluation of the behaviour or object in question, in relation to COVID-19 this may be perceived positive or negative health effects of the vaccine), Subjective norm (perceived social pressure or appraisal of taking the vaccine among significant others), perceived behavioural control (the perceived ease or difficulty of performing the behaviour, e.g. access to the vaccine/health centers, access to personnel administering the vaccine etc.). The students could further point to that these factors are assumed to be positively associated with behavioural intention (the motivational component of the TPB), with perceived behavioural control having both a direct relation behaviour and a mediated association through behavioural intention. The components are shown in Figure 1 for illustrative purposes and the students are not necessarily expected to outline the full diagram in their responses.

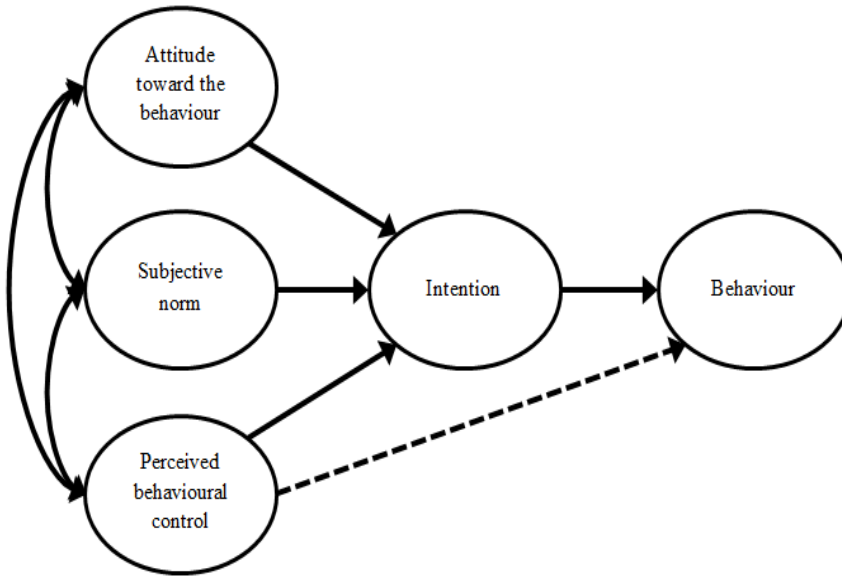


Figure 1. Theory of Planned Behaviour (Ajzen, 1991)

Personlighetspsykologi

Oppgave 4

Se side 194 til 208 i Kennair og Hagen (2015) eller 492-513 i Larsen, Buss og Wismeijer (2013). Oppgaven kan fint avgrenses til en bestemt lidelse, men fysisk og psykisk helse kan også diskuteres mer overordnet. Drøftingen vektlegges tyngre enn redegjørelse av teori, men det forventes at kandidaten redegjør for trekkene vedkommende har valgt. Det teller positivt dersom kandidaten også trekker inn spesifikke fasetter ved trekkene og bruker disse i drøftingen. Oppgaven kan løses på en rekke måter. Aktuelle sammenhenger som kan diskuteres er f.eks. nevrotisisme/ekstraversjon og depresjon/angst, planmessighet og selvkontroll eller helsefremmende atferd, nevrotisisme/ekstraversjon og pessimisme/optimisme, eller omgjengelighet og sosiale relasjoner og deres betydning for helse. Konkrete og selvstendige eksempler som binder personlighet og helse sammen teller positivt.

Oppgave 5

Disse to bør nevnes: Reaktiv arverbarhet (reactive heritable) og frekvensavhengig seleksjon.

I tillegg bør en av disse nevnes: Hvordan enkelte miljøer kan utløse spesifikke utviklingsspor (environmental triggers), livshistorieteori. Disse to nevnes i ulik grad avhengig av pensumbok, så begge er ikke nødvendig.

De mest relevante sidene er 210-214 i Larsen, Buss og Wismeijer (2013) og side 21-30 i Kennar og Hagen (2015).

Man kan også trekke inn femfaktormodellen fra et evolusjonsperspektiv om man vil.

Positivt om man problematiserer hvorfor dette er et vanskelig tema fra et evolusjonpsykologisk perspektiv: de har størst fokus på menneskelige universaliser gjennom naturlig utvalg (artstypiske trekk), deretter kjønnsforskjeller basert på seksuell seleksjon).

Oppgave 6

Dette bør med om Eysencks modell: Den har et teoretisk utgangspunkt (vs. leksikalsk, statistisk).

Det er tre faktorer: nevrotisisme, ekstraversjon, psykotisisme. Disse faktorene er trekk, det vil si at man har ulik grad av disse (ikke type). Disse tre trekkene er knytta til biologiske strukturer, ifg.

Eysenck. Nevrotisisme hang sammen med det limbiske system, og ekstraversjon med aktivitetsnivået i sentralnervesystemet (kortikal aktivering). Modellen kalles for en hierarkisk personlighetsmodell fordi den består av tre overordna trekk, med flere underordna fasetter. Hver av disse fasettene har spesifikke atferdsresponsers knytta til seg.

Man kan også nevne at nevrotisme og ekstraversjon er normalfordelte i populasjonen, mens psykotisme er positivt skjeivfordelt, og koblinga mellom introversjon-ekstraversjon og straff og belønning.

Sammenlikning: man kan sammenlikne Eysencks modell med andre modeller nevnt i pensum, slik som Catells modell med 16 faktorer, eller femfaktormodellen. Relevante sammenlikninger er antall faktorer, type vs. trekk, bakgrunn (teoretisk, statistisk, leksikalsk), etc.