1. From Study 2 by Tajfel (intergroup categorisation):
   (a) Name and describe the experimental design used in Study 2. [2]
   Repeated measures/within subjects/within participants/related groups
   Because all boys had choices of in/in, out/out and in/out
   1 mark partial (either correct design or correct justification)
   2 marks full (correct design and correct explanation for the study)
   NB the choices max joint profit/max in-group profit/max difference were the
   possible DV measures so are incorrect.
   NB under/over estimators, accurate/inaccurate and Klee/Kandinsky were
   parts of the procedure so are incorrect.
   NB no marks for serendipitous mention of ‘choices of in/in, out/out and in/out’

   (b) Describe a disadvantage of using this experimental design in this study. [2]
   Because the boys would have seen all the choices on the matrices, they may
   have worked out the aim, and responded differently/in a biased way/according
   to demand characteristics
   1 mark partial (general disadvantage of repeated measures not linked to
   study, however detailed)
   2 marks full (disadvantage of repeated measures linked to study, however
   brief)

2. From the study by Tajfel (intergroup categorisation):
   (a) What is meant by ‘attitudes’ in intergroup categorisation? [2]
      prejudice/distinguishing between own and other groups
      judging own/the in-group to be better/more worthy
      1 mark partial (brief explanation of attitudes or contextualised example or
      muddled explanation and example)
      2 marks full (expanded explanation, with reference to intergroup
      categorisation e.g. by example)
      NB references to discrimination/behaviours/awarding points are all incorrect

   (b) What behaviours did the boys in the study show which indicated intergroup
      discrimination? [2]
      giving more points to members of their ‘group’
      maximising the difference between the points given to the in-group and the
      out-group
      1 mark per behaviour × 2

3. Evaluate in terms of validity.
   Tajfel
   • validity strengths: lab/control e.g. certain that boys didn't know who was in ‘own’
     group (many others possible)
   • standardisation e.g. matrices had fixed relationships so DV could be measured
     consistently
   • validity weaknesses: may not have felt the situation was real (as boys not generally
     asked to count dots/rate artists)
   • findings only based on young boys so may not apply to females (less competitive,
     which matters) or older males (more testosterone than at 14, so more competitive)

4. Evaluate laboratory experiment as a research method.
   Tajfel
   • strengths: lab experiments allow for rigorous controls, e.g. measurement of
     discrimination using the matrices, making it objective.
• lab experiments enable direct comparison of variables, e.g. between options for
gain to in-group or out-group.
• weaknesses: lab experiments may not represent real world situations, e.g. guessing
dots, judging paintings and giving other people points are not things that 15 year old
boys usually do.
• lab experiments often contain cues that act as demand characteristics so the
participants respond in ways they expect the experimenter to want. This is unlikely to
have happened as they were told the experiment was about vision.