**Stage 1 Psychology**

**Assessment Type 2: Skills and Applications Tasks**

**Assignment: Emotions in film**

Whilst there are different theories about how emotion is experienced, psychologists agree that emotions are subjective experiences that are made up of the same three components: physiological responses, subjective feelings and expressive behaviour.

Culture can affect the way people display and interpret emotion. Display rules are patterns of emotional expression considered appropriate within a culture or sub-culture.

Emotional disorders occur when individuals have difficulty regulating their emotions and it becomes a problem that is a danger to themselves or other people.

**Your task:**

Select a film relevant to the points below about emotion. If using a film not on this list, check with your teacher first.

Examples of films that would be appropriate for this assignment include:

* Silver Linings Playbook (2012)
* Girl, Interrupted (1999)
* I am Sam (2001).

After watching the film, respond to the following:

* Using the definition that emotions are subjective experiences that are made up of the same threecomponents (physiological responses, subjective feelings and expressive behaviour), select one example from the film where one emotional response demonstrates all three parts of the definition. Briefly describe the scene and state the emotion.
* Describe one example from the film where the display rules seem to be from a particular culture and explain how they may differ in another culture (for instance, Western or Eastern cultures).
* Respond to one of the following statements related to emotion theory:

### Plutchik proposed that emotions served as an adaptive response to increase survival. Choose one emotion in one scene from the film and apply Plutchik’s theory.

* + Schachter-Singer proposed that interpretation of an event and the physical changes that take place work together, leading to different labels for people’s emotional responses.   
    Choose one emotion in one scene from the film and apply Schachter-Singer’s theory.
* Describe how one character has difficulty regulating his/her emotions, using at least one example from the film.   
  Explain the impact this has on the person concerned and/or others.

**Note: keep any descriptions of the scenes, characters and their emotions very brief.**

**Assessment Conditions:**

In a format of your choice, prepare a report addressing each of the four dot points above.

One lesson will be used to work on the task. Students will have two weeks to submit their drafts.

Your report should be limited to a maximum of 1000 words or 6 minutes for an oral presentation.

Performance Standards for Stage 1 Psychology

|  | Investigation, Analysis, and Evaluation | Knowledge and Application |
| --- | --- | --- |
| A | Critically deconstructs a problem and designs a logical, coherent, and detailed psychological investigation.  Accurately and thoroughly obtains, records, and represents data.  Systematically analyses and interprets data and evidence to formulate logical conclusions with detailed justification.  Critically and logically evaluates procedures and their effect on data. | Demonstrates deep and broad knowledge and understanding of a range of psychological concepts.  Applies psychological concepts highly effectively in diverse contexts.  Critically explores and understands in depth the interaction between science and society.  Communicates knowledge and understanding of psychology coherently, with highly effective use of appropriate terms, conventions, and representations. |
| B | Logically deconstructs a problem and designs a well‑considered and clear psychological investigation.  Logically obtains, records, and represents data.  Logically analyses and interprets data and evidence to formulate suitable conclusions with reasonable justification.  Logically evaluates procedures and their effect on data. | Demonstrates some depth and breadth of knowledge and understanding of a range of psychological concepts.  Applies psychological concepts mostly effectively in diverse contexts.  Logically explores and understands in some depth the interaction between science and society.  Communicates knowledge and understanding of psychology mostly coherently, with effective use of appropriate terms, conventions, and representations. |
| C | Deconstructs a problem and designs a considered and generally clear psychological investigation.  Obtains, records, and represents data with some errors.  Undertakes some analysis and interpretation of data and evidence to formulate generally appropriate conclusions with some justification.  Evaluates procedures and some of their effect on data. | Demonstrates knowledge and understanding of a general range of psychological concepts.  Applies psychological concepts generally effectively in diverse contexts.  Explores and understands aspects of the interaction between science and society.  Communicates knowledge and understanding of psychology generally effectively, using some appropriate terms, conventions, and representations. |
| D | Prepares a basic deconstruction of a problem and an outline of a psychological investigation.  Obtains, records, and represents data with occasional accuracy and effectiveness.  Describes data and undertakes some basic interpretation to formulate a basic conclusion.  Attempts to evaluate procedures or suggest an effect on data. | Demonstrates some basic knowledge and partial understanding of psychological concepts.  Applies some psychological concepts.  Partially explores and recognises aspects of the interaction between science and society.  Communicates basic psychological information, using some appropriate terms, conventions, and/or representations. |
| E | Attempts a simple deconstruction of a problem and a procedure for a psychological investigation.  Attempts to record and represent some data.  Attempts to describe results and/or interpret data to formulate a basic conclusion.  Acknowledges that procedures affect data. | Demonstrates limited recognition and awareness of psychological concepts.  Attempts to apply psychological concepts.  Attempts to explore and identify an aspect of the interaction between science and society.  Attempts to communicate information about psychology. |