

Scheme of work: Aggression (Option 3)

The following is a scheme of work for the second year of the A-level. It has been created on the basis that students choose Aggression as their optional topic from 7182/3 Option 3. It is based on the summer term, teaching for 6 weeks. In addition, the number of teaching hours per week is four and a half.

The specimen exam papers are referred to in this scheme of work. The first and second set of sample exam papers are available on our [website](#). The third set of sample exam papers is located on [eAQA](#). These can be used as mock exams.

To find out more about our A-level Psychology specification, visit aqa.org.uk/7192

Option 3 (Aggression or Forensic psychology or Addiction)

Aggression 4.3.8

Teach after Approaches 4.2.1, Biopsychology 4.2.2, Research methods 4.2.3, Issues and debates 4.3.1

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 21</p> <p>What is aggression?</p> <p>Biological explanations:</p> <ul style="list-style-type: none"> • Neural explanations = brain mechanisms including the limbic system • Brain neurotransmitters including the role of low serotonin. • Hormonal mechanisms in aggression. The role of high testosterone. • The role of Genetic factors in aggression. The role of faulty MAOA gene. 	<p>Applying existing knowledge to new topic</p> <p>Explaining key concepts and describe biological mechanisms using appropriate terminology</p> <p>Evaluation of biological explanations</p> <p>Weighing up strengths and limitations of biological explanations</p> <p>Making judgements based on research evidence</p> <p>Group work</p>	<p>Develop critical appreciation of biological explanations for aggression.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain biological mechanisms implicated in aggression including: <ul style="list-style-type: none"> - the role of the limbic system - neurotransmitters - serotonin - hormones - testosterone - genetic factors in aggression - faulty MAOA gene • Describe and evaluate research into biological explanations for aggression. 	<p>A1 What is aggression? Ice breaker - ask what students think they will study and ask them to analyse a number of events that may or may not be defined as aggression. Student contributions in relation to key features of aggression - acts, types and intention to harm - to develop a definition of aggression.</p> <p>A2 Video clips and information sheets presented to students showing the role of the limbic system, low serotonin in aggression, the faulty MAOA gene (warrior gene – Brunner) and high testosterone. Students take notes of the different roles of each biological factor recording the main details of each biological explanation. Students work in</p>

	<p>Using issues and debates to evaluate</p> <p>Group work skills</p> <p>Presentation skills</p>	<ul style="list-style-type: none"> • Use a range of criteria including research evidence to critically evaluate biological explanations for aggression. • Discuss issues and debates surrounding the biological explanations for aggression and implications of biological determinism. 	<p>groups to create a quizlet test on biological explanations for aggression for one of the other groups.</p> <p>A3 Group work - Detailed analysis and USE of studies to support or challenge the different biological explanations. Studies presented to students in groups who need to sort for relevance to each explanation and then decide how the research evaluates the explanation. Extension task - to critically evaluate the research itself in terms of its validity and reliability.</p> <p>A4 Teacher presentation/Class discussion - of overall evaluation of each biological explanation. Several ISSUES and DEBATES are discussed and then students in groups apply each of these to each biological explanation: Reductionism (good or bad?). Determinism (good or bad?). Use of non-human animals (issues of ethics and generalisability).</p> <p>Practical applications of explanation to the real world (treatments that arise from the</p>
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			biological explanations to prevent or stop aggression).
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Resources

A1 Activity list of examples of possible aggressive acts for students to discuss and develop a definition of aggression.

A1 Introductory activities and definitions [Introduction to Aggression](#)

A2 Video clip limbic system amygdala etc. The brain – Aggression, Violence and the Brain

[YouTube: The Brain - Aggression, Violence, and the Brain](#)

A2 Warrior gene video clip (part 1 and 2)

[YouTube: Warrior Gene Part1](#)

[YouTube: Warrior Gene Part2](#)

A2 Science daily overview of how serotonin affects the brain in relation to aggression

[Serotonin levels affect the brain's response to anger](#)

A2 *quizlet.com to devise self-assessment quiz*

A3 [Biological Explanations of Aggression](#)

List of definitions of the main issues and debates which are then applied to the explanations

A4 Clip on how chemical castration works and its uses

Search YouTube

Specification content Week 22	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Ethological explanations of aggression:</p> <ul style="list-style-type: none"> Innate releasing mechanisms (Tinbergen and Lorenz) Aggression as an instinctive reaction to certain stimuli <p>Evolutionary explanations human aggression:</p> <ul style="list-style-type: none"> The role of aggression in survival, defending resources, family, mates. Comparison of the causes and function of aggression in males and females, eg Giskevicius 2009 <p>Evolutionary explanations for aggression in relation to, eg infidelity and jealousy, warfare</p> <ul style="list-style-type: none"> Research into evolutionary explanations for aggression - infidelity, eg Harris (meta analysis) 2003, eg Buss et al 1999, Dreznick 2004 	<p>Weighing strengths and limitations of explanations and evidence</p> <p>Using issues and debates to evaluate explanations</p> <p>Application of theory and research evidence to real life</p> <p>Awareness of ethical issues and social sensitivity</p> <p>Using knowledge of theory to suggest applications</p> <p>Analysis of real life examples and linking to theory</p>	<p>Develop critical appreciation of psychological research into aggression and evolutionary explanations for aggression.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe and evaluate the main features of ethological and evolutionary explanations of aggression. Describe and evaluate research into the evolutionary explanations of aggression. Outline and evaluate evolutionary explanations, eg warfare and sexual jealousy, using research into the evolutionary explanations of aggression. Discuss issues and debates surrounding the evolutionary explanations for aggression. Consider methodological issues associated with secondary data as statistical 	<p>A1 Video clips displaying ethological explanations of aggression in animals. Examples of innate releasing mechanisms and instinctive reactions to stimuli.</p> <p>Examples - Siamese fighting fish. Tinbergen sticklebacks environmental releasers, IWB teacher description of the ethological explanations of aggression and its relevance to human aggression.</p> <p>A2 Student independent learning - The evolutionary explanations for, eg warfare. Use materials and research to make notes at home about the different evolutionary explanations for warfare. Competition for scarce resources (food, land), a check on overpopulation, extermination of other racial groups (genocide). Illustrating these explanations with real life examples, eg Israeli – Palestinian land dispute, Rwanda genocide etc.</p>

<p>- warfare, eg Chagnon 1968, Pinker 1997, Lehmann & Feldman 2008</p>		<p>support for evolutionary explanations.</p> <ul style="list-style-type: none"> • Discuss wider implications of evolutionary explanations for aggression – social policy and practices. 	<p>Lesson activities based on research, Q&A about the explanations, possibly team quizzes - each team makes up 10 Qs for another team to answer. Each group presents a real life example and how evolutionary explanations of warfare apply.</p> <p>A3 Teacher presentation/Class discussion - of Evolutionary explanations for human sexual jealousy, eg sexual threat of infidelity and cuckoldry. Analysis of real life examples of domestic violence and link to sexual jealousy and threat of infidelity. Katie Piper acid attack.</p> <p>A4 Group work - Detailed analysis of the evolutionary explanations. Several ISSUES and DEBATES are presented and then students in groups apply each of these to the evolutionary explanation building an evaluation of the explanation.</p> <p>Extension activity – consider the application of this research to preventing warfare and aggression due to sexual jealousy, eg removal of humanitarian aid so natural selection keeps its own 'check' on</p>
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			overpopulation without the need for war – survival of the fittest and its ethical issues. The introduction of 'Clare's Law' in the UK.
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Resources

A1 Sticklebacks environmental releasers clip

Tinbergen's experiment

[YouTube: Tinbergen's Experiment - Three-Spined Stickleback](#)

A1 Siamese fighting fish clips

[YouTube: Christmas Lectures 2011: Siamese Fighting Fish fights its reflection](#)

A2 Extension [The Guardian: Soldiers' faces predict aggression, military rank and number of children](#)

A3 Goetz et al 2008

A3 Katie Piper acid attack case of domestic violence – [Wikipedia: Katie Piper](#)

Katie: My beautiful Face – Cutting Edge Channel 4 29th Oct 2009

A3 Clare's Law – BBC news – [BBC: 'Clare's Law' introduced to tackle domestic violence](#)

Specification content Week 23	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Social-psychological explanations of human aggression.</p> <ul style="list-style-type: none"> • The frustration-aggression hypothesis. • Social learning theory (Bandura) as applied to human aggression. Principles of social learning theory as applied to aggression (observation, role models, vicarious reinforcements and imitation). • Deindividuation as an explanation for human aggression. Principles of deindividuation as applied to aggression (anonymity, diffusion of responsibility, reduced inhibitions etc). 	<p>Applying existing knowledge to new topic</p> <p>Independent learning skills</p> <p>Group work</p> <p>Use of evidence to evaluate explanations</p> <p>Using issues and debates and implications to discuss and evaluate explanations</p> <p>Developing lines of argument</p> <p>Extended writing skills</p> <p>Judging and providing feedback</p> <p>Comparison of explanations</p>	<p>Develop critical appreciation of psychological research into aggression, and social-psychological explanations for aggression.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the main features of frustration-aggression. Social learning theory and deindividuation as explanations for aggression. • Describe and evaluate research into frustration-aggression, social learning theory and deindividuation. • Use research evidence to support and challenge/refute social-psychological explanations for human aggression. • Consider methodological issues with secondary data as statistical support for social explanations. • Discuss issues and debates and ethics surrounding the 	<p>A1 Teacher presentation of the frustration-aggression hypothesis including historical examples of scapegoating. IWB teacher description of the explanations of aggression and its relevance to historical examples of human aggression.</p> <p>A2 Flipped classroom – The Social Learning theory of aggression. Students use text and internet material to prepare a 250 word outline of the features and processes of SLT as applied to aggressive behaviour and share via email/moodle/VLE.</p> <p>Key concepts - Observational learning, Role models, Direct and vicarious reinforcement, modelling (imitation) and the four cognitive processes – attention, retention, reproduction and motivation. Students Watch video clips on Bandura’s BOBO doll research and note how it supports the features of SLT explanation for aggression.</p>

	Analytic skills	<p>social explanations for aggression, and wider implications of social explanations for aggression – social policy and practices.</p> <ul style="list-style-type: none"> Analyse and apply psychological knowledge to real life examples of aggression and possible methods for reducing aggression coming from social explanations. 	<p>In class Mind-Map Relay - students use their summary of SLT to build a mind-map of the SLT explanation for aggression on the whiteboard. All students must participate – all students to stand up, one student begins and passes the pen to another student who must add additional information. If the student cannot add then they must sit down. The activity continues until the students can no longer add additional information. The last student standing should receive a small prize. Photograph/video of mind-map to be taken and uploaded to the VLE. Homework - extended writing exam style question to be completed</p> <p>A3 Teacher presentation/Class discussion – of deindividuation and the features that apply to aggressive behaviour, eg anonymity, diffusion of responsibility, reduced inhibitions, altered consciousness and the Lucifer effect suggested by Zimbardo. Analysis of real life examples of aggression that could fit with deindividuation, eg KKK, student riot cases.</p>
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			<p>A4 Group work - Detailed analysis of the social explanations. Several ISSUES and DEBATES are presented and then students in groups consider their relevance to each of the three social psychological explanations so building an evaluation of each explanation as well as comparing and contrasting each explanation in terms of evaluation.</p> <p>Extension activity – consider the application and implications of social psychological theories for preventing aggression, eg Implications in court cases to apportion blame – Nurture (Jamie Bulger’s Killers), reducing football violence, parenting classes to reduce aggression in children.</p>
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Resources
<p>A1 PsychCentral: Frustration-Aggression Hypothesis</p> <p>A2 Bandura BOBO doll video clip The Brain: A Secret History Emotions; Bandura Bobo Doll Experiment YouTube: The Brain: A Secret History - Emotions; Bandura Bobo Doll Experiment</p> <p>A2 SLT and deindividuation Aggression - Social Learning Theory Deindividuation</p> <p>A2 AQA website for sample exam questions AQA: Assessment resources</p> <p>A3 Apply Deindividuation to real cases. Edward Woolard – threw a fire extinguisher in the student riots.</p>

A4 Case of Jamie Bugler – Killers born or made

[Daily Mail: The police were sure James Bulger's ten-year-old killers were simply wicked. But should their parents have been in the dock?](#)

Specification content Week 24	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Institutional aggression in prisons.</p> <ul style="list-style-type: none"> Dispositional explanations - Risk factors. <ul style="list-style-type: none"> Eg Importation model Irwin and Cressey, 1962. Risk factors prior to prison aggression. Research into importation model, eg Mills 1998, eg Kane & Janus 1981, DeLisi et al 2004 gang culture, Poole & Regoli 1983. Situational explanations/factors for institutional aggression, <ul style="list-style-type: none"> Eg Sykes 1958. Deprivation model as applied to prisons with ref to deprivation of liberty, autonomy, goods, relationships security, Patterline & Peterson 1999. 	<p>Weigh up the strengths and limitations of psychological explanations</p> <p>Use of evidence to evaluate explanations</p> <p>Discuss real life issues from a psychological perspective</p> <p>Developing lines of argument</p> <p>Application and extended writing skills</p> <p>Analysis of real life examples</p> <p>ICT skills</p> <p>Math skills, understanding statistical data</p>	<p>Develop critical appreciation of situational and dispositional explanations for institutional aggression.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain what is meant by institutional aggression. Distinguish between instrumental and hostile aggression and between situational and dispositional explanations. Describe the importation model including the risk factors involved in institutional aggression. Describe the deprivation model of institutional aggression including deprivations arising from prison identified by Sykes. Outline and evaluate research into situational and dispositional explanations for institutional aggression. 	<p>A1 Flipped classroom – students set task of defining institutional aggression, researching statistics on institutional aggression and summarising situational and dispositional explanations for institutional aggression. Each student to post the completed task on VLE.</p> <p>In class, groups are presented with vignettes depicting characters involved in institutional aggression and sort them into predominantly situational causes and predominantly dispositional causes (raise idea of interactionist explanation). Teacher led Q&A to produce description of the importation and deprivation explanations of institutional aggression on IWB loaded onto VLE.</p> <p>A2 Teacher led review of how to evaluate explanations. Students work in pairs to construct a critical evaluation of the importation and deprivation explanations of</p>

<p>- Research into deprivation model Eg Blomberg & Lucken 2000, eg Cheeseman 2003, Jiang & Fisher-Giorlando 2002, McCorkle et al 1995.</p> <p>Interactionist approach - interaction between aggressor variables, victim, situation.</p>		<ul style="list-style-type: none"> • Use a range of criteria including research evidence to critically evaluate dispositional and situational models of institutional aggression. • Demonstrate understanding of interactionist approach. • Discuss issues and debates and wider implications of psychological research into institutional aggression, eg social policy and practices. • Apply understanding of institutional aggression to novel situations. 	<p>institutional aggression as applied to institutional aggression – including strengths and weaknesses of the explanations, using research to support or challenge, considering the issues/debates that apply to each explanation. Student pairs put in groups with 15 minutes to combine their evaluations and create a “group” presentation on “evaluation of explanations of institutional aggression”. Each group to present their critical evaluation of the explanation and other groups add comments and extend the evaluation until all points are elaborated and extended.</p> <p>A3 Teacher presentation/Class discussion - of applications that could arise out of the two explanations for institutional aggression. A debate is set up on the pros and cons of some of the more controversial and socially sensitive applications arising from the deprivation and importation models. Each group is given an application and must construct a debate on their applications. Analysis of real life examples of these applications to illustrate the</p>
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			<p>debate – open prisons, conjugal visits, using goods and services as rewards, right to vote, education programmes, help with drug and alcohol addiction, help with leaving the gangs.</p> <p>Extension activity – compare and contrast the different approaches of USA and Finland to prisoners and prison institutions.</p> <p>A4 Present students with a range of exam style application questions on institutional aggression. Each group tackles a different question and then feeds back to the class. Other groups pose questions and suggest improvements. Each group’s amended response is posted on VLE.</p>
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Resources
<p>A1 Institutional aggression</p> <p>A1 Page 7</p> <p>Ministry of Justice: Safety in Custody Statistics England and Wales</p> <p>A2 Documentary on prison violence, eg America’s toughest prisons Search on YouTube</p> <p>A2 Video of prison riot and questions for students to respond to Institutional aggression</p>

A2 Lawton Gross and Rolls 2011 133-137

A3 Debate worksheet explaining the application and the task for the students – illustrated with real life examples.

A4 AQA website resources. Sample exam questions.

Specification content Week 25	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Media influences on aggression including the effects of computer games.</p> <p>Desensitisation as an effect of media - TV and computer games on aggression.</p> <p>Disinhibition as an effect of media - TV and computer games on aggression.</p> <p>Cognitive priming as an effect of media - TV and computer games on aggression.</p> <p>Research into the effects of media and computer games on aggression, eg Anderson and Bushman (2001) meta-analysis, Gentile et al 2004, Krahe, B., & Moller (2004), Matthews et al 2006, Strasburger & Wilson 2002, Silvern & Williamson 1987 Dunhn & Hughes 2001.</p>	<p>Accessing and reading psychological material</p> <p>Weigh up the strengths and limitations of psychological explanations</p> <p>Use of evidence to evaluate explanations</p> <p>Analysis and discuss of real life issues from a psychological perspective</p> <p>Critical thinking</p> <ul style="list-style-type: none"> • developing lines of argument • drawing conclusions <p>Understanding the limitations of correlational research</p> <p>ICT skills</p> <p>Group work</p>	<p>Develop understanding of media influences on aggression including the effects of computer games.</p> <p>Student should be able to:</p> <ul style="list-style-type: none"> • Explain the role of: <ul style="list-style-type: none"> - Desensitisation - Disinhibition - Cognitive priming in the media's influence on aggression. • Describe and evaluate research into the role of <ul style="list-style-type: none"> - Desensitisation - Disinhibition - Cognitive priming in the media's influence on aggression. • Use a range of criteria including research evidence to critically evaluate explanations for the effect of media on aggression. • Apply the different explanations for the effect of media on aggression in the real world to 	<p>A1 Flipped classroom - Students to watch video on media effects on aggression and the influence of computer games on aggression. They formulate responses to a series of questions, eg Does media affect aggression? How does it affect aggression? What evidence is there to support these assertions?</p> <p>Class session - Teacher Q&A and presentation of three explanations of the media influences on aggression – desensitisation, disinhibition and cognitive priming.</p> <p>IWB teacher description of the explanations of aggression and its relevance to different examples of how the media could influence aggression.</p> <p>A2 Group work - Detailed analysis of the three explanations. Students are to research relevant studies that could support and refute the three explanations (at least two studies for each explanation). Building an evaluation of each</p>

	<p>Exchange ideas/having a view – ownership of knowledge and skills</p>	<p>examples of sources of media including computer games.</p> <ul style="list-style-type: none"> • Demonstrate understanding of difficulties associated with researching media effects on aggression. 	<p>explanation as well as comparing and contrasting each explanation in terms of overall strengths and weaknesses.</p> <p>Extension activity – consider the application and implications of this research to preventing media influencing aggression, eg banning some media, age limits, offering more pro-social alternatives etc.</p> <p>A3 Specific focus on research into computer/video games and their influence on aggression. Students work in groups of similar ability. Provide each group with information on a study of the effect of computer games on aggression. Each group studies the report and summarises the findings, explains the findings in relation to one or more explanation and comments on the reliability and validity of the research/methodological limitations of the study. Each group then feeds back to the class. Each review posted on VLE.</p> <p>A4 End of unit review and sample exam. Mind-Map Relay -students to build a mind-map of the forensic unit on the whiteboard. All students must participate – all</p>
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			<p>students to stand up, one student begins and passes the pen to another student who must add additional information. If the student cannot add then they must sit down. The activity continues until the students can no longer add additional information. The last student standing should receive a small prize. Copy of mind-map to be uploaded to the VLE.</p> <p>Timed exam style questions – including multi choice, application scenario question and extended writing question from sample/past papers and mark schemes available on the AQA website.</p>
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Resources
<p>A1 Video clip/programme Media violence YouTube: The Mean World Syndrome - Desensitization & Acceleration</p> <p>A1 The Byron Report – Safer children in a Digital World Safer children in a Digital World</p> <p>A1 The Lancet – Is exposure to Media violence a public health risk? Is exposure to media violence a public-health risk?</p> <p>A3 The effects of violent video game habits on adolescent hostility, aggressive behaviours, and school performance The effects of violent video game habits on adolescent hostility,</p>

A3 The Multiple Dimensions of Video Game Effects

Douglas A. Gentile

[The Multiple Dimensions of Video Game Effects by Douglas A. Gentile](#)

End of topic review

[Aggression my version](#)

Specification content Week 26	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Research methods and practical research into aggression.</p> <ul style="list-style-type: none"> • Design investigations • Carry out investigation • Data collection • Data analysis and presentation. <p>Development of scale to measure aggression.</p> <p>Assessing reliability and validity.</p>	<p>Practical research design skills</p> <p>Applying knowledge of questionnaires to design an aggression scale for correlation</p> <p>Data collection and recording</p> <p>Math skills</p> <p>Use descriptive statistics %, tables, graphs etc to present data</p> <p>Applying knowledge of statistical analysis by carrying out appropriate statistical tests</p> <p>Drawing conclusions from qualitative/quantitative data</p> <p>Time management</p> <p>Understanding ethical obligations</p> <p>Critical thinking</p>	<p>Develop practical research skills and an understanding of how scientific reports are written up, analysed and presented.</p> <p>Design, carry out and present findings of research into aggression.</p> <p>To be able to:</p> <ul style="list-style-type: none"> • design a correlational study • design an aggression scale • check reliability and validity of scale • select and apply an appropriate statistical test to analyse the data • analyse and present the results of the practical discussing conclusions and implications of the findings • write up a method and results section of a scientific report for their practical 	<p>A1 Students to work in groups to design an aggression scale to investigate the relationship between number of hours watching TV and aggression scores. Aim here is for students to make design decisions informed by the strengths and limitations of research they have studied on aggression.</p> <p>Submit research proposal to teacher for approval/ethics check.</p> <p>Write operationalised hypotheses for their practical. Develop a scale for assessing aggression and check its reliability and validity. Justify their design decisions in a written up method section.</p> <p>Students will then go and gather data from Ps and share their data with their group who will then select and apply an appropriate statistical test and analyse their results.</p> <p>Data will be analysed to see if a significant relationship exists at 0.05 level and the students will</p>

			<p>present their findings and write up a results section of a report.</p> <p>A2 Presentation session(s) - each student to briefly present their investigation to the class. Teacher and peer Q&A.</p> <p>Develop critical thinking by posing questions specifically related to their study –</p> <p>What would you have done differently and why?</p> <p>What further research should be done in relation to this topic?</p> <p>How do your findings relate to ... theory?</p> <p>Extension tasks - students to consider the implications and applications of their results and consider how a discussion section of a report would be written up.</p>
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Resources

A1 Worksheet explaining the practical activity and how it is to be presented.

A1 Investigation design worksheet to guide decision making (End of Year 1 scheme of work)
[Year 1 scheme of work](#)

A1 BPS Ethical guidelines [Ethics and Standards](#)

ATP Ethics guidance

[The ATP guide to ethics in practical research](#)

[Psychboost – 12 YouTube videos relating to AQA Psychology – Aggression](#)

[Miss Earle's YouTube – review of Aggression topic](#)

[Additional teaching ideas: some additional ideas for teaching aggression](#)