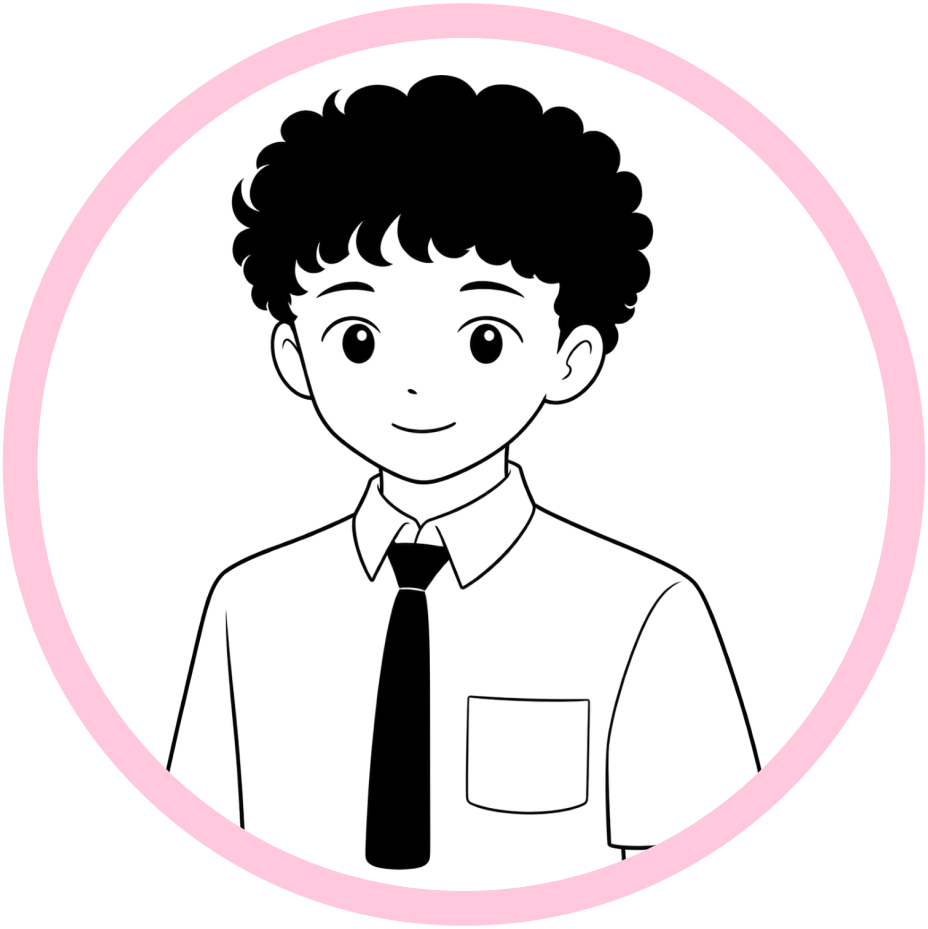
AQA A-LEVEL PSYCHOLOGY · 7182

# PSYCHOLOGY



## MARK SCHEME

### 3.3.8 INSTITUTIONAL AGGRESSION

| SCORE | PERCENTAGE |
| --- | --- |
| /22 | % |

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## Q1.

**[AO3 = 2]**

**Possible content:**

- There is evidence that institutional aggression is due to characteristics brought in to the institution by individuals, not by situational factors such as deprivation
- Research evidence suggests that institutional aggression in prisons can be reduced by modifying situational variables and reducing deprivation, but some studies find that situational change makes no difference to institutional aggression
- Institutional aggression can occur unexpectedly and in circumstances where situational variables do not seem to have changed

**1 mark** for outlining one limitation

Plus

**1 further mark** for elaboration of the explanation

## Q2.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

**AO1 = 4**

'Institutional aggression' is a broad concept, and can include prisons, the army, and even country on country (genocide). 'Research' may include explanations and / or studies. Explanations are likely to focus on importation and deprivation models. General theories, such as social learning theory, deindividuation and obedience to authority, can earn marks **only** if they are explicitly focused on institutional aggression. Where candidates focus on one or more studies, the studies must be made explicitly relevant to institutional aggression to earn marks. Examiners should note that only 4 marks are available for this question and should be sensitive to breadth / depth trade-offs.

Examples such as Abu Ghraib are not research studies and cannot on their own earn AO1 marks. They may earn marks if used as an illustration of a particular theory or model.

| **AO1 Mark bands** |
|---|

| |
|---|
| **4 marks**<br>Outline is reasonably accurate and coherent. |
| **3 – 2 marks**<br>Outline is limited, generally accurate and reasonably coherent. |
| **1 mark**<br>Outline is weak and muddled. |
| **0 marks**<br>No creditworthy material. |

## Q3.

**Marks for this question: AO1 = 6, AO3 = 10**

| Level | Marks | Description |
|---|---|---|
| 4 | 13 – 16 | Knowledge is accurate and generally well detailed. At least two explanations evident. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking. |
| 3 | 9 – 12 | Knowledge is evident. There are occasional inaccuracies. At least two explanations present. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places. |
| 2 | 5 – 8 | Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.<br><br>One explanation only at Level 4 |
| 1 | 1 – 4 | Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.<br><br>One explanation only at Level 3 |
| | 0 | No relevant content. |

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

**AO1**



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The answer must focus on explanations for aggression in institutions – most likely the prison environment. Explanations may refer to situational and individual factors, and refer to established studies such as Zimbardo's prison experiment or to more recent work on, for instance, the war in Iraq. Zimbardo has also introduced the 'Lucifer' effect to explain aggression. Social psychological explanations such as de-individuation and social learning theory could be made relevant. The focus of any answer must be on institutional aggression rather than aggression in general.

**AO3**

An effective discussion could focus on the use of relevant research findings in evaluating different explanations. Commentary could include the problem of isolating specific factors and the application of explanations and findings to real life examples. The use of alternative explanations of aggression, such as the biological approach, can earn credit if used as part of sustained and effective evaluation.

Issues that may be relevant to this question include: ethical issues in research studies; cultural / gender bias in research on institutional aggression, and culture / gender differences in institutional aggression; socially sensitive research; free will and determinism in the context of institutional aggression etc.

## Q2.

The term ‘research’ can include both studies and theories, so this question part was quite open and most students did reasonably well. The most popular approach was to outline importation and deprivation approaches to aggression in prisons, with answers varying in level of accurate detail. Zimbardo’s prison study was also popular, although students did have to bring out the ‘institutional’ aspect of the study and explain where the levels of aggression came from. Simply mentioning ‘deindividuation’ or ‘role conformity’ was not sufficient to move out of the lower bands.

‘Hazing’ and religious rituals were mentioned by a few students, but only rarely was the ‘institutional’ aspect made explicit. Incidents such as Abu Ghraib are not research studies, but could earn marks if used to illustrate explanations of institutional aggression.

## Q3.

‘Institutional aggression’ is a broad term and this was reflected in the range of material used by candidates. On the whole, essays using situational vs dispositional or importation vs deprivation explanations as a framework were more successful. They were able to use directly relevant studies as effective AO2, alongside a variety of methodological and more general issues. Answers focusing on explanations such as deindividuation tended to lose focus on institutional aggression and became general essays on the social psychology of aggression. Zimbardo’s prison study was popular, but there was a common problem of linking it explicitly to institutional aggression via role play, situational factors, or deindividuation. At the top end some excellent essays made good use of contemporary issues such as the behaviour of troops in Iraq and the police at the G20 summit. Weaker essays often discussed eg lynchings, genocide and hazing, but provided little in the way of coherent explanations in relation to institutional aggression.