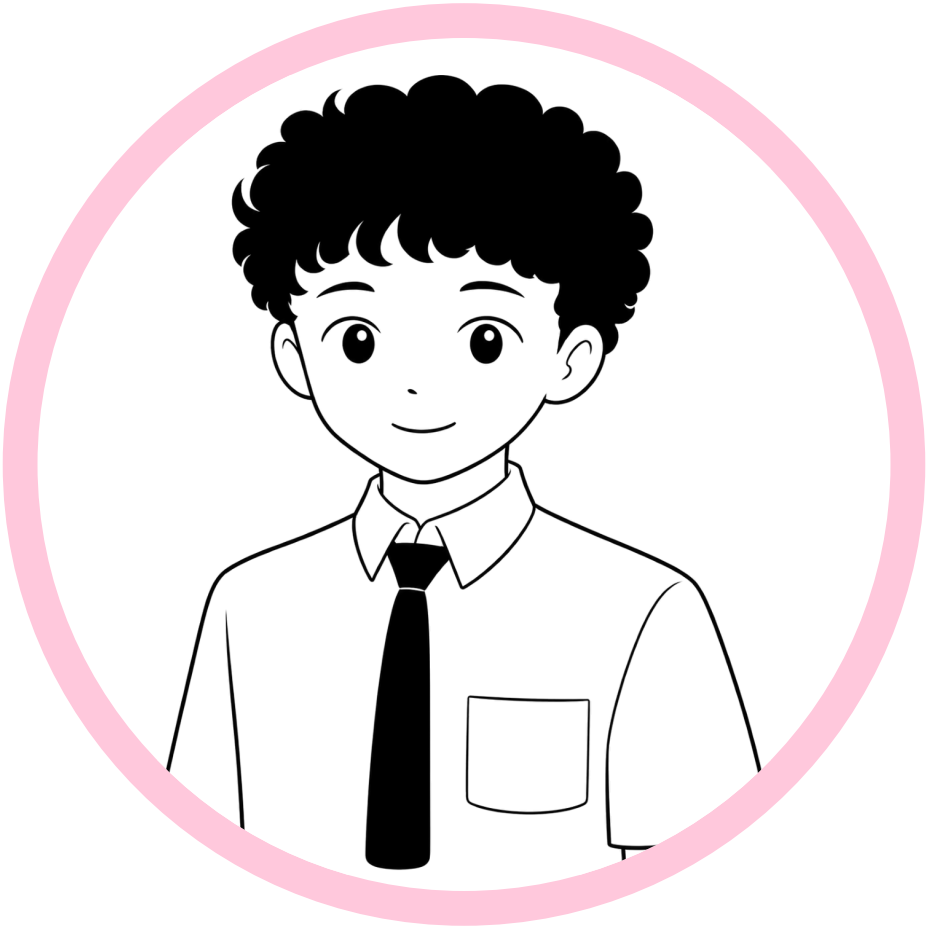
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.8 MEDIA INFLUENCES ON AGGRESSION

SCORE	PERCENTAGE
/22	%

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Q1.

[AO3 = 6]

Level	Mark	Description
3	5-6	Evaluation is effective and appropriate. Minor detail and / or expansion of argument is sometimes lacking. Answer is clear, coherent and focused. Specialist terminology is used effectively.
2	3-4	Evaluation is sometimes effective, mostly clear and focused. Specialist terminology is sometimes used appropriately.
1	1-2	Evaluation is very limited and lacks clarity. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible evaluation points:

- use of evidence to support / refute media desensitisation as an explanation, e.g. lower levels of arousal in regular viewers of violent media when exposed to violent stimuli
- evaluation of the correlational nature of evidence
- counterargument, e.g. viewing violent images may be cathartic (psychoanalyitic theory) and therefore prevent actual expression of violence
- role of individual differences, e.g. personality – some individuals are more influenced than others
- analysis of implications of accepting the desensitisation explanation, e.g. need for media regulation.

Credit other relevant material.

[6]

Q2.

[AO1 = 2]

2 marks for a clear, coherent explanation of how cognitive priming in the media might influence aggression.

1 mark for a very brief, limited or muddled explanation.

Content:

- aggressive images in the media e.g. guns act as priming stimuli or cues for a script/schema/memory of an aggressive behaviour
- exposure to these cues in a similar context can trigger the memory leading to reproduction of the aggressive or antisocial behaviour
- effect may be specific (reproduction of specific aggressive acts) or more general (tendency to behave in a generally violent/aggressive/antisocial way).

The first two points are essential for a full mark answer.

STEMUP.CO.UK

Q3.

[AO2 = 4]

Content

- Median is 11 for Group A (9 + 13/2) and 8.5 for Group B (8 + 9/2)

1 mark for each accurately calculated median

Plus

2 further marks for explaining that the median is used because of the outlying/extreme scores (one in each group) which would have distorted the mean.

Also accept answers based on unsafe level of measurement.

Q4.

[AO1 = 2]

Possible content

Possible content

- Cognitive priming refers to the priming effects of media images on previously learnt behaviours or cognitive schema, activating the memories and making aggression more likely
- Violent computer games may increase the likelihood of aggression in players who have learned aggressive responses in the past and/or who hold aggressive schema

1 mark for limited outline that shows some understanding of 'cognitive priming'

Plus

1 further mark for additional detail explicitly linked to computer games and aggression

Q5.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Knowledge of media influences on aggression is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of media influences on aggression is evident. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of media influences on aggression is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and

STEMUP.CO.UK

		organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of media influences on aggression is limited. Discussion 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.
	0	No relevant content.

Possible content:

- Social learning theory – concepts such as observation, vicarious learning, imitation
- Possible underlying mechanisms, such as desensitisation, disinhibition and cognitive priming
- Evidence from a range of research studies; lab-based studies, field experiments, longitudinal studies

Possible discussion points

- Use of research findings eg support for effects of media violence on aggression in children, but some studies find no effect, or more of an effect on prosocial behaviour
- Relative impact of different media
- Methodological problems of researching media influences on aggression; defining aggression, ecological validity and demand characteristics of lab-based studies, short term and long term influences of media, differences between different media (TV, video games etc); individual differences in vulnerability
- Comparison with effects on prosocial behaviour

Note that Bandura's bobo dolls often feature in this area. These studies can only receive credit if explicitly placed in the context of media influences on aggression.

Q1.

This was generally quite poorly answered, with many answers comprising a long paragraph of description followed by a cursory evaluation point, usually reference to supporting evidence. Some evaluations did little more than to suggest desensitisation was a good explanation for aggression because it explained it. Several very weak responses gave lurid accounts of well-known examples of crimes that had been attributed to perpetrators having been exposed to media violence. A few students confused desensitisation with deindividuation.

Q2.

A surprising number of students based their response on social learning theory or social norms, making no mention of cognitive factors. Of those who did understand the concept, many managed to gain one mark for the idea of an aggressive ‘script’ as a memory based on past experience of aggressive situations on television, film or computer games. Relatively few students gained the second mark for pointing out how the script could be triggered by a similar situation. Note that reference to media was essential for credit in this question.