**Aggression checklist**

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|  | **I have notes on this.** | **I can do this.** |
| **Neural and hormonal explanations of aggression (biological explanation)** |  |  |
| * Outline the role of the limbic system in aggression, with reference to the amygdala (neural explanation)
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| * Describe and evaluate research that supports the neural explanation (recommended: Raine et al.)
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| * Evaluate the strengths and weaknesses of the neural explanation of aggression.
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| * Outline the role of levels of serotonin, dopamine, testosterone and cortisol in aggression (hormonal explanation)
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| * Describe and evaluate research that supports the hormonal explanation (recommended: Cherek et al, Mann et al, Higley et al, Ferrari et al, Couppis and Kennedy, Pope et al.)
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| * Evaluate the strengths and weaknesses of the hormonal explanation of aggression.
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| **Genetic explanation of aggression (biological explanation)** |  |  |
| * Outline the genetic factors in aggression, including the role of the MAOA gene in detail.
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| * Describe and evaluate research that supports the genetic explanation (recommended: Brunner et al. Cocarro et al, Hutchings & Mednick, Young et al., Caspi et al)
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| * Evaluate the strengths and weaknesses of the genetic explanation of aggression.
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| **Ethological explanation of aggression** |  |  |
| * Explain the ethological explanation of aggression, including thorough reference to innate releasing mechanisms and fixed action patterns.
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| * Describe and evaluate research that supports the ethological explanation (recommended: Tinbergen)
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| * Evaluate the strengths and weaknesses of the ethological explanation of aggression.
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| **Evolutionary explanations of aggression** |  |  |
| * Outline how aggression evolved in the EEA, including reference to the three factors that contributed to selection: Resources, status and mate-retention.
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| * Describe and evaluate research supporting the evolutionary explanation (recommended: Buss et al, Miller, Daly and Wilson)
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| * Evaluate the strengths and weaknesses of evolution as an explanation, including practical applications.
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| **Frustration-aggression hypothesis (social psychological explanation)** |  |  |
| * Outline the frustration-aggression hypothesis, including reference to ‘catharsis’, ‘displacement’, ‘scapegoats’ and ‘arousal’.
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| * Know an applied example of the frustration-aggression hypothesis.
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| * Explain the factors that affect the likelihood and severity of aggressive behaviour according to the FAH.
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| * Describe and evaluate research support for the FAH (Buss, Milgram and Priks recommended).
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| * Evaluate the strengths and weaknesses of the FAH.
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| **Social learning theory (social psychological explanation)** |  |  |
| * Outline the SLT of aggression, including reference to role models, observation, imitation, identification and vicarious reinforcement.
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| * Know an applied example of SLT to aggression.
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| * Understand the mediating cognitive processes which determine whether aggressive behaviour is imitated.
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| * Describe and evaluate research supporting the SLT explanation (Recommended: Bandura, Guerra et al.)
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| * Evaluate the strengths and weaknesses of the SLT, including practical applications.
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| **Deindividuation (social psychological explanation of aggression in groups)** |  |  |
| * Outline the process of deindividuation.
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| * Know an applied example of deindividuation.
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| * Describe and evaluate research supporting the deindividuation explanation (recommended: Deiner et al. Zimbardo, Watson).
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| * Evaluate the strengths and weaknesses of deindividuation as an explanation.
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| **Institutional aggression in the context of prisons** |  |  |
| * Outline the dispositional explanation of aggression levels in prisons (importation model, Irwin and Cressey)
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| * Describe and evaluate research supporting the dispositional explanation (recommended: Keller and Wang, Allender and Marcell)
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| * Evaluate the strengths and weaknesses of the dispositional explanation.
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| * Outline the situational explanation of aggression levels in prisons (Deprivation model, Paterline and Peterson)
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| * Describe and evaluate research supporting the situational explanation (recommended: Megargee, McCorkle et al, Lahm)
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| * Evaluate the strengths and weaknesses of the situational explanation, including practical applications.
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| **Media influences on aggression** |  |  |
| * Outline the effects of violent TV and computer games on aggressive behaviour.
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| * Outline the role of: desensitisation, disinhibition and cognitive priming in explaining these effects.
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| * Describe and evaluate research supporting the influence of violent media on aggression (recommended: Josephson, Busman, Bandura)
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| * Evaluate the strengths and weaknesses of the theory behind the influence of violent media on aggression, including practical applications.
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