**Aggression checklist**

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