# 15.3 Social Psychological Explanations of Aggression: Test Pack

AQA 7182 · about 20 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

**Answer ALL questions.**

**1** Describe a main finding from Bandura's Bobo doll research.

**(Total for Question 1 is 2 marks)**

**2** Outline de-individuation and its main features in relation to aggression.

**(Total for Question 2 is 3 marks)**

**3** Evaluate Social Learning Theory for explaining aggression with three developed points.

**(Total for Question 3 is 6 marks)**

**4** Explain displacement and the role of an environmental cue in the frustration-aggression hypothesis.

**(Total for Question 4 is 4 marks)**


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# Mark scheme · 15.3 Social Psychological Explanations of Aggression: Test Pack

## Question 1

states that children who observed an aggressive model imitated aggressive actions toward the Bobo doll more than children who observed a non aggressive or no model oe — **B1**

may mention that observed reinforcement for the model increased imitation oe — **B1**

**Answer: Children who observed an aggressive model imitated those aggressive behaviours toward the Bobo doll more than children who saw a non aggressive or no model; observed reinforcement increased imitation.**

## Question 2

states that de-individuation involves loss of individual identity when people are in crowds or groups oe — **B1**

states that de-individuation reduces private and public self-awareness, lowering personal restraint oe — **B1**

links anonymity or lack of accountability to increased likelihood of aggressive behaviour oe — **B1**

**Answer: De-individuation is the loss of individual identity in crowds, involving reduced private and public self-awareness and increased anonymity, which lowers restraint and can raise the chance of aggressive behaviour.**

## Question 3

identifies strength: SLT accounts for cognitive mediators such as vicarious reinforcement and self-efficacy oe — **M1**

explains how this is a strength, e.g. it recognises that learning is not just imitation but depends on observed consequences and beliefs about ability, improving explanatory depth oe — **A1**

identifies limitation: mixed evidence, e.g. strong laboratory findings like Bandura but some field studies failing to find direct model to behaviour links oe — **M1**

explains effect of mixed evidence, e.g. ecological validity concerns and that modelling in real life is more complex, so SLT may overpredict imitation in natural settings oe — **A1**

identifies limitation: difficulty establishing causality in naturalistic observational studies where many confounding social factors exist oe — **M1**

explains consequence, e.g. children who observe aggression in their environment may differ in other ways from those who do not, so attributing later aggression solely to modelling is problematic oe — **A1**

**Answer: SLT is strong because it includes cognitive mediators like vicarious reinforcement and self-efficacy, but evidence is mixed: laboratory studies show clear imitation while field studies are more ambiguous, and causal attribution in natural settings is difficult because of confounding variables.**

## Question 4

explains displacement: frustration cannot always be expressed against the original source, so aggression is redirected to a safer or more available target oe — **M1**

explains why displacement occurs, e.g. because the original source is more powerful or unavailable, so the aggressive drive seeks another outlet oe — **A1**

explains environmental cue: cues associated with aggression can serve as triggers that convert frustrated anger into aggressive action oe — **M1**

gives an example or further clarification, e.g. presence of a weapon or aggressive imagery increases the likelihood the frustrated person will act aggressively when aroused oe — **A1**

**Answer: If the original source cannot be attacked, frustration may be displaced on a safer target; environmental cues associated with aggression, such as weapons or aggressive images, can trigger the frustrated person to act aggressively.**


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