PSYCHOLOGY

Stage 2

WACE Examination 2010

Final Marking Key

Section One: Research methods **20% (20 Marks)**

Question 1(a) State an hypothesis the researcher could have developed for this study.

Description	Marks
Participants who drink an alcoholic drink will report a lower sadness mood rating than participants who drink a non-alcoholic placebo drink.	1
	Total 1

Question 1(b) (i) Identify the independent variable.

Description	Marks
The consumption or non-consumption of an alcoholic drink.	1
	Total 1

Question 1(b) (ii) Identify the dependent variable.

Description	Marks
Rating of level of sadness on a mood rating scale.	1
	Total 1

Question 1(c) (i) Explain whether the results in **Figure 1** support or reject the hypothesis you stated in your answer to Question 1 (a).

Description	Marks
• Candidate correctly states whether their hypothesis was supported or rejected (not supported) (1) e.g. The results in Figure 1 do not support the hypothesis that participants who consume an alcoholic drink will report a lower sadness mood rating than participants who consume a non-alcoholic placebo drink. • Candidate explains why the hypothesis is or is not supported/rejected (1) e.g. The two groups showed a similar level of mood (sadness) before being given a drink (with the non-alcoholic group – B only slightly higher) and showed the same level of reduced mood after the drink. There seemed to be no difference between the two groups.	1-2
	Total 2

Question 1(c) (ii) Identify **one** limitation of this study.

Description	Marks
Candidate identifies one possible limitation that relates specifically to the study being discussed. Example: It is not clear how long the effects of the induced negative mood are meant to persist. It is possible that by the time people finished consuming their drinks, the effects of the negative mood induction may have already worn off (2) Less detailed answer. (1)	1–2
No marks awarded for generic 'guesses', e.g. the design; the way the subjects were selected etc. Candidates need to detail a limitation that relates specifically to the study being discussed.	
	Total 2

Question 2(a) Define what is meant by the 'variance' of a distribution of scores on a psychological test.

Description	Marks
Possible answers for two marks: • The variance of a distribution of test scores is the degree to which the scores in a distribution deviate (differ) from the mean of a distribution. • The spread of the scores around the mean. • The mean of squared deviation scores. • $s^2 = \sum \dfrac{(X - \overline{X})^2}{N}$	2
Possible answers for one mark: • The average degree to which scores differ from each other • The degree to which values in a distribution differ from each other.	1
	Total 2

Question 2(b) What does a variance of zero indicate about a distribution of test scores?

Description	Marks
Any of the answers below may be used: • There are no differences between the scores in the distribution. • All scores are the same.	1
	Total 1

Question 2(c) Explain how test scores are distributed in a normal curve.

Description	Marks
• Most of the scores (approximately 68%) are located around the centre of the distribution within one standard deviation either side of the mean (1), tapering to a few extremely high or extremely low scores either side of the middle giving the curve a symmetrical or bell-shaped appearance. (1) Note: candidates may, but are not required, to give percentages.	1–2
Examples of one mark responses: • a sketch of the bell-shaped curve • scores are distributed symmetrically around the mean • the shape of the curve is mirrored on both sides of the mean • scores form a bell shaped curve.	1
	Total 2

Question 3(a) Consider the data in **Table 1** and the line graphs in **Figure 2** above. Use this information to correctly label the '**statement type**' for each line graph in **Figure 2** as positive, neutral or negative.

Description	Marks
One mark for each of the following correct answers: (i) negative (ii) positive (iii) neutral.	1–3
	Total 3

Question 3(b) Name **two** variables other than 'gender' that could have influenced student responses if researchers had not controlled them.

Description	Marks
One mark each for up to two appropriate variables named. Examples: size of tattoo; type of tattoo; position in the sequence of the tattooed man; other aspects of the man's appearance such as hair style, clothes worn; body language, personal experience/exposure to tattoos; facial expressions; race/skin colour; facial hair; age.	1–2
	Total 2

Question 3(c) Look at the trends in the data in **Table 1** and **Figure 2**.
Describe what the findings suggest about the extent to which the children and adolescents in the study associated tattooed individuals with antisocial behaviours.

Description	Marks
Award one mark each for up to three findings correctly reported: Examples: • All students were more likely to associate negative (anti-social) behaviour to the tattooed man (1) • Students rarely associated a positive or neutral act to the tattooed man but this was more likely among the younger students. (1) • By age 10 very few positive or neutral acts were associated with the tattooed man. (1) • There was a tendency for younger (6 and 8 year olds) and older (14 and 16 year olds) students to associate less negative acts to the tattooed men than the 10 and 12 year old students. (1) • Generally the trends in the data support the conclusion that the children and adolescents in the study had developed stereotypes of tattooed men as prone to antisocial or delinquent behaviour. (1) • Students in middle-childhood were more negative than students in the early school years or adolescence. (1)	1–3
	Total 3

Section Two: Topic-related content **50% (50 Marks)**

Question 4(a) Define 'behaviour modification'.

Description	Marks
Any of the answers below: • The application of classical (1) and operant conditioning (1) techniques to human behaviour and learning. • The use of reinforcement (and sometimes punishment) (1) to modify or change unwanted behaviours and strengthen desirable ones. (1)	2
Correct partial answer: • The application of operant conditioning techniques to human learning. • A type of therapy.	1
No marks given for answers as 'Behaviour change' or 'reinforcement'.	
	Total 2

Question 4(b) Explain what is meant by 'observational learning'. Provide an example to support your answer.

Description	Marks
Observational learning occurs by watching and imitating others (1) and noting the consequences of their actions.(1)	1–2
Example: Bandura's bobo doll studies in which children **observed** the aggressive behaviour of adults using a hammer to beat a blow up doll then **copied** the behaviour. (1)	1
Accept use of the terms 'modelling' and 'copying' in the above response. One word answers such as 'imitation' or 'modelling' are not acceptable.	
	Total 3

Question 4(c) Describe how the concept of 'behaviour modification' contributes to our understanding of how we learn.

Description	Marks
Accept any combination of responses for up to four marks. Responses should contain new contributions and not just be a rephrasing of a contribution already mentioned. • The systematic (step by step) use of learning principles can lead to change in behaviour. These steps involve: defining and measuring a problem behaviour in specific, observable terms; identifying factors that are maintaining the problem behaviour; developing a system to reinforce the desired new behaviour; reviewing and modifying. (2) • Extensive use of positive reinforcement is effective in shaping desired behaviour while the withdrawal of positive reinforcement is effective in decreasing inappropriate behaviour. (2) • We learn by interaction with the environment through a process of conditioning and reinforcement. (1) • Altering the person's environment will influence how they respond to the environment. (1) • Behaviour is shaped by its consequences. (1) • It is not necessary to know the causes of behaviour to influence/change behaviour. (1) • Chaining contributes to our understanding of how people put together responses in a novel way. (1)	1–4
	Total 4

Question 5(a) State **one** cause of 'forgetting'. Provide an example to support your answer.

Description	Marks
One mark for stating the cause and one mark for stating the example: • Retrieval failure whereby the right cues (sounds, sight, feelings) are not being used to retrieve information, (1) e.g. a person trying to remember something that happened when they were a child or teenager, or 'tip of the tongue' when a person cannot remember a word because they are not using the right cues to remember the word. They may even know the first letter and the syllables but can't get the word. (1) • Interference involves mixing up similar information or forgetting something because of what happened before or after the event, (1) e.g. being asked to remember one phone number and then being asked to remember a second phone number means the person will probably forget some of the digits of the second number. (1) • Sometimes we do not store the information because we didn't perceive it or pay attention to it, (1) e.g. we remember information such as size and shape but don't remember all of the information. (1) • Motivated forgetting involves forgetting because an individual does not want to think about the task, (1) e.g. forgetting to do difficult homework, clean the house, forgetting an unpleasant experience such as a trauma or an illness. (1) • Decay involves the fading away of memory over time and is more applicable to sensory or short term memory, (1) e.g. an elderly person in a home may find it difficult to remember his childhood. (1) • Organic forgetting occurs because of some form of brain damage, (1) e.g. an injury to the brain as a result of a car accident, drug use, ageing or brain surgery. (1) Other possible examples may include motivated forgetting, repressed memories, false memories and disordered memories (amnesia).	1–2
	Total 2

Question 5(b) (i) Outline **two** ways in which 'short term memory' is different from 'long term memory'.

Description	Marks
Award two marks each for up to two detailed differences that involve a comparison between STM and LTM Examples: • Storage time: short-term memory (STM) stores information for around 30 seconds (1), whereas long term memory is a relatively permanent store of information. (1) • Recency of events stored: short-term memory stores events that have just occurred (1) whereas long-term memory stores events from previous times that have once been stored in STM. (1) • The amount of information stored: short-term memory is approximately limited to seven plus or minus two chunks of information (1) whereas there is an enormous amount of information stored in long-term memory. (1)	1–4
One mark for a difference that does include a comparison between STM and LTM Examples: • storage time • recency of events stored • amount of information stored.	
	Total 4

Question 5(b) (ii) State **one** way of enhancing the 'retrieval of information' from memory. Provide an example to support your answer.

Description	Marks
One mark for stating the way of enhancing retrieval and one mark for the example: • Make the information meaningful, (1) e.g. write the information in your own words so that you understand its meaning. (1) • Organise the information, (1) e.g. use mental images or pictures to explain a concept or principle, break up information into meaningful chunks. (1) • Associate the information with something, (1) e.g. mnemonics, use of rhymes, songs or acronyms. (1) • Reinstate the conditions of learning, (1) e.g. go back to where you were when you thought about the idea, plan or task, such as a quiet study place or outdoors learning the skills of canoeing. (1) • Hypnosis may work for some, (1) e.g. the person hypnotising must know the correct retrieval clues for the person. (1) • Study actively, (1) e.g. speak out loud and recite the information to others. (1) • Reinstate the mood surrounding an event or learning experience, (1) e.g. a person is more likely to remember an event if they are in the same mood as when they experienced that event. (1)	1–2
	Total 2

Question 5(c) Describe **two** main types of 'long-term memory'. Provide an example of each.

Description	Marks
One mark for describing each type of LTM and one mark for each example. • Procedural (implicit) memory stores the way you do things and is not a conscious memory but an automatic memory for well-learned skills, (1) e.g. riding a bike, swimming, driving, typing. (1) • Declarative (explicit) memory is the 'what' of memory and requires conscious effort for retrieval of how things are or what a person remembers. It includes memory for past personal events and experiences (episodic memory) and memory for facts and information (semantic) memory, (1) e.g. remembering your first day at school as well as information you learnt at school about the world. (1)	1–4
One mark each for mentioning episodic and semantic memory instead of declarative memory.	
	Total
	Total 4

Question 6 (a) Define 'assertive communication'.

Description	Marks
Honestly expressing opinions and feelings (1) in a way that does not infringe on the rights of others. (1)	1–2
	Total 2

Question 6 (b) State **three** effects of impaired communication skills.

Description	Marks
One mark each for any three effects stated. Examples: • social interaction is impaired • expressive and receptive language can be impaired • learning/education is impaired, e.g. below average reading and writing abilities • can result in delays in other areas of development, e.g. emotional and cognitive development.	1–3
	Total 3

Question 6 (c) Describe two interventions that may be used to help individuals with delayed and/or impaired communication skills.

Description	**Marks**
Intervention 1 – Use of cochlear implants (instead of hearing aids) with hearing-impaired children (1) to enable them to be exposed to naturally occurring oral language and all its grammatical features from infancy. (1) Intervention 2 – Highly-structured one-to-one early intervention programs (1) such as those used with children with autism to reinforce desirable behaviour, communication and social skills. (1)	1–4
One mark for an appropriate less detailed answer.	
	Total 4

Question 7(a) Name **two** of the three components of attitudes measured by psychologists.

Description	**Marks**
One mark each for naming any two of the following components. Use of alternative terms below accepted: • cognition (thoughts and beliefs) • affect (feelings and emotions) • behaviour (what the person does, did, or will do).	1–2
	Total 2

Question 7(b)(i) Explain **one** advantage of using 'observational methods' to measure attitudes.

Description	**Marks**
Observational methods are not reliant on subjective self-report and possible social acceptance bias. (1) It is therefore particularly useful when investigating attitudes that may be controversial or people may be reluctant to answer honestly if asked. (1)	1–2
One mark for a less detailed answer.	
	Total 2

Question 7(b) (ii) Explain **one** disadvantage of using 'qualitative self-report methods' to measure attitudes.

Description	Marks
Award up to two marks for any of the following examples: • participants may not be honest or accurate in the responses they give (1) especially if these are given in an interview rather than an anonymous written form. (1) • data cannot be statistically analysed in the way that quantitative data can (1) therefore some research questions cannot be answered with qualitative data only. (1) • Analysing the large amounts of information generated can be very time consuming (1) and costly. (1)	1–2
One mark for a less detailed answer.	
	Total 2

Question 7(c) Describe how data about attitudes are collected using 'qualitative self-report methods'. Provide an example to support your answer.

Description	Marks
Both dot points below need to be included for two marks: • A person is asked to give spoken or written answers about their attitudes in response to questions asked either verbally (interview) or in writing by the researcher. (1) • The researcher compiles a transcript of the person's responses and then reviews it looking for evidence of the person's attitudes. (1)	1–2
Example: Focus groups, a form of group interview with 6–8 people, are facilitated by the researcher who invites discussion in the group by asking a series of open-ended questions related to the issue about which people's attitudes are being sought. A transcript of the discussion is usually developed from a video recording of the session. This transcript is then summarised to identify attitudes of participants in the focus group.	1–2
One mark for a less detailed answer or example.	
	Total 4

Question 8(a) Name **two** factors that influence whether a world event has an impact on an individual's wellbeing.

Description	Marks
Names any two of the following factors: • the predictability of the event • the controllability of the event • whether threat or loss is experienced. • proximity • deep rooted faith system.	1–2
	Total 2

Question 8(b) List **four** common reactions people experience that may indicate that a world event, such as terrorism, has affected their wellbeing.

Description	Marks
Lists four reactions from any of the general **or** specific reactions below: • physical symptoms: disturbed sleep, nightmares, exhaustion, restlessness, headaches, shock, stress • cognitive symptoms: poor concentration, disturbances to attention and memory, flashbacks, intrusive thoughts, disorientation • emotional symptoms: fear, avoidance, anxiety and panic, depression, guilt, withdrawal and fearfulness, anger.	1–4
	Total 4

Question 8(c) Individuals faced with the same world event react differently. Refer to relevant psychological research to explain **one** possible reason for this.

Description	Marks
Names researcher, e.g. Kobasa (1) Names a possible reason, e.g. personality characteristics such as Kobasa's 'hardy' personality type with qualities seen in the resilient person (1) Detailed explanation, (2) e.g. Kobasa conducted a correlational study that compared a high stress/high illness group of executives with a high stress/low illness group. The latter were found to have 'hardy' personality characteristics compared to the former, i.e. they saw change as a challenge, had control over their lives and had a sense of direction in both their work and personal lives. These results were confirmed in a follow-up longitudinal study. Less-detailed explanation, (1) e.g. research has identified personality characteristics that are typically found in more resilient people such as feeling more in control of their lives.	1–4
	Total 4

Section Three: Extended answer 30% (40 Marks)

Questions 9 and 10 Guide to marking extended answers	Marks
Evidence used to support statements, lines of argument	**/8**
An extended answer with three or more accurate, detailed references to relevant psychological studies, theories and research that describes and explicitly explains what the theory or research contributes to the topic being discussed.	8
An extended answer with three or more accurate, detailed descriptions of relevant psychological studies, theories and research.	7
An extended answer with at least two accurate, detailed descriptions of relevant psychological studies, theories and research.	6
An extended answer with minimal (one or two), brief relevant descriptions of psychological studies, theories and research.	4
An extended answer that includes anecdotal examples as evidence to illustrate generalisations and statements consistent with current psychological understandings.	3
An extended answer that contains mostly generalisations and statements consistent with current psychological understandings.	2
Contains some generalisations and statements consistent with current psychological understandings **or** answer is a series of personal opinions **or** produces a short answer with or without making reference to empirical evidence.	1
No answer.	0
Complexity of discussion/argument	**/8**
Displays a high level of sophistication in the construction, development and depth of a logical argumentative discussion and analysis.	8
Demonstrates an understanding of the complexity of human behaviour.	7
Explicitly discusses how factors related to self, others and society may interact to influence the relevant behaviour.	6
Displays a sustained logical argument throughout the discussion **and** demonstrates some understanding of how factors related to self (1), others (1) and society (1) influence the relevant behaviour.	3–5
A simple narrative showing some basic psychological understanding of the topic with minimal evidence of sustained logical argument and evaluation.	2
A simple narrative showing some basic psychological understanding of the topic with no evidence of sustained logical argument and evaluation.	1
Answer indicates no understanding of the psychological factors that influence the relevant behaviour.	0
Communication skills	**/4**
A sophisticated, well-written and well-constructed extended answer, using appropriate language of psychology. Sound use of the conventions except where expression is enhanced by defying conventions.	4
Accurate and relevant use of a range of psychological terms.	3
Literacy enables the construction of an extended answer with well developed sentences and paragraphs.	2
Is unable to express ideas with clarity of meaning.	1
Answer cannot be understood by the marker.	0
TOTAL	**/20**

Questions 9 and 10 have been answered in dot point form to assist the markers with a list of key understandings that candidates could include in their answers. This list is not exhaustive.
Markers should be prepared to accept other appropriate answers and mark them on their merits.

Question 9 **(20 marks)**

Construct an argument, with supporting empirical evidence, to explain how biological factors, relationships and social values influence career choice.

In constructing your argument, you should:
- give a clear explanation of career choice
- explain how biological factors influence career choice
- explain how relationships influence career choice
- explain how social values influence career choice
- consider how these influences interact to impact on career choice
- finish with a conclusion.

Marks will be awarded for referring to empirical evidence in your answer.

In the twenty-first century, occupational data tell us that people have multiple careers over their lifetimes. For the purposes of this task, the term 'career' will be defined in its broadest sense to mean a person's everyday work, paid or unpaid, fulltime or part-time. It includes therefore, careers such as homemakers, fulltime carers, and community workers. The determinants of career choice are complex and varied and may at times involve elements of opportunity and luck rather than a conscious choice. This extended answer will draw on psychological theory and research to argue the view that the interaction of biological factors, relationships and social values are likely to play an important part in the myriad of factors that influence career choice.

Biological factors – what a person inherits through their genes determines their sex, physical growth and development, intelligence and temperament which will predispose them to be more suited to particular career types based on their basic physical make up, natural abilities and talents. Any abnormalities in genes or chromosomes e.g. Down syndrome, will have a huge impact on a person's life trajectory and their potential to choose particular careers over others.

- Biological basis of intelligence and language – capability for learning, adapting, solving problems, thinking abstractly and communicating – all abilities that are called upon in varying degrees by different occupations in the workplace.
- Psychologists such as Binet and Simon and Wechsler have identified that peoples' levels of intelligence vary and are distributed in the shape of a normal curve. Intelligence is correlated with academic success which in turn is a prerequisite for entering some careers.
- Delayed or impaired language and communication skills have an impact on establishing and maintaining relationships during development in childhood and adolescence, then, as a worker in the workplace.
- Humanistic theories of personality state that people are born good. Maslow's theory states that a person's behaviour is driven by a hierarchy of needs, with the ultimate goal being that of self-actualisation whereby the person tries to live up to their own highest, unique human potential. It follows from this theory that a person's choice of career will be influenced by a desire to satisfy his/her most pressing unmet needs at the time. These factors interact with relationship factors whereby a person who has a supportive (both financially and emotionally) family network may have more career options that involve further education than a person who does not have these supports and needs to choose careers that pay a salary sooner rather than later.

Relationships – it is through relationships, first with parents, caregivers, and extended family and then with peers and members of the wider community that a person's basic biological endowment is nurtured or otherwise by interaction with these significant others in the environment in which he/she lives.
Normal human physical and psychological development is dependent on the nature and quality of a person's relationships with others. This interaction of biological predisposition and relationships with others in the environment is the basis of what is known as the nature/nurture debate. This interaction will continue to have a huge impact on a person's life trajectory and their potential to choose particular careers over others.

- Attachment theory that explains the close emotional bonding that occurs between a baby and a parent or guardian is of major importance in the child's early socialisation. (Santrock, 1999). This attachment forms the foundation of the development of a person's emotional and social wellbeing which will impact on the range of careers they will be suited to and succeed with.
- The process of observational learning as outlined in Bandura's social learning theory is useful in explaining how individuals observe people in their family and the community in certain careers and in this way gain knowledge of different careers and other people's perception of them. This modelling can be a strong influence in the development of role models that may influence a person's decision to follow in the footsteps (imitate) of such significant others – whether they be family or community members.
- Observational learning is also the way children learn complex social behaviours that will be required in varying degrees in different careers. Children who do not develop normal social skills will be less likely to be suited to or be successful in certain careers and, as a result, will have reduced career choices
- Social psychology explains how an individual may feel pressure to conform to peer or family group norms. Asch conducted a study that found that the majority of his research participants conformed to the same judgement of length as the rest of the group even when it was clear that what he/she was seeing was not consistent with the judgement made by other members in the group. Some individuals will choose their career based on pressure to conform to the expectations of significant others in their lives.

Social values – it is through relationships and immersion in the surrounding society and culture that a person is exposed to and adopts their own social values. A person's social values influences how the person reacts and behaves and the decisions they make, including decisions about the occupation or career they will pursue. For example, stereotypes associated with gender and the characteristics of people who take on certain occupations such as policemen, scientists, artists and politicians will influence how a person perceives certain careers and either increase or decrease the likelihood that they will choose these careers.

- Smith & Mackie (2000) conducted research related to stereotypes in the media. They found that male voice-overs were used when an 'expert' was required. They also found that men and women were used to promote gender stereotyped products. The promotion of social values associated with gender roles by the media provides an avenue for social learning for impressionable young people who are seeking avenues for self actualisation through their choice of career. Unfortunately some individuals will restrict their choices to those reflected in the social values projected in the media. These values may or may not be also modelled by the young person's family and peers.
- Darley and Gross conducted research showing the possible effect of stereotypes and social values on teacher expectations of students. Research has also found that people with disabilities tend to be stereotyped as lacking in ability in all areas; they therefore may not be given the opportunity to achieve their full potential and their career choices may be limited by this. There is also a danger that these young people will conform to the lowered expectations of others.

In summary, a complex set of factors influence the career(s) a person chooses. Psychology provides us with an understanding of how the key factors of biological influences, relationships and social values might interact to influence a person's career choice(s). Biological influences set up some natural limits on our potential career choices but these limits may be challenged as a result of the nature and quality of the relationships we experience and the social values we adopt.

Question 10   **(20 marks)**

'The media are to blame for the current level of violence in society.'

Evaluate this statement with reference to psychological understandings related to self, others and society.

In your response, you should:
- begin with a broad evaluation of the statement, including definitions of any terms you consider are necessary
- include information related to self, others and society
- show how these psychological understandings interact
- finish with a conclusion.

Marks will be awarded for referring to empirical evidence in your answer.

The media is one of a range factors that contribute to the current level of violence in society. While it is not solely responsible for the level of violence in our society the results of empirical research overwhelmingly conclude there is a correlation between violence on TV and aggressive behaviour.

Violence appears at all levels in society and across a range of ages. Violence occurs in a range of media in society, for example, on TV (greatest source of visual violence), movies, video games (interactive violence), books, DVD's, music videos, and newspapers. Other contributory factors to violence include alcohol, drugs and changing values, which appear to be pervasive influences across all ages in western society.

Self:

- Learning and reinforcement theories: positive reinforcement, environmental background. Skinner's learned and unlearned behaviour. Erikson's identity theory. Many psychologists consider that thought processes, beliefs and motivation affect what we learn. Children can become desensitised to violent or aggressive behaviour.

- Home environment is influential in reinforcing attitudes to violence. Parents are responsible for monitoring how much and what shows on TV are suitable for their children. They are taught that normal people do not commit violent acts. Healthy people with values know this is not acceptable behaviour.
  School: teaches that violence is not accepted and not part of the values of normal behaviour.
  Work: standards of behaviour apply or individuals will lose their jobs.

- Observational learning
  Bandura's social cognitive theory of personality and observational learning suggests learn by observing others. Our behaviour and personality are the result of interaction between the environment and our conscious thoughts called reciprocal determinism. This well researched theory recognises the role observational learning plays in personality and behaviour. Bandura has used this theory to explain media effects saying people learn behaviours through modelling in the media. He found that fantasy violence teaches real aggression. Individuals can't distinguish between reality and fantasy such as cartoon violence or real life dramas. They think there are no consequences when people are hurt.

Individuals witness violence in a wide range of media through real life or fictional shows. Bandura's research suggests that parents/guardians approving or allowing children to watch violence may result in them becoming anxious. Indeed, he supports the case there is a causal link between TV violence and aggressive behaviour. His social learning of aggression through television experiment with inflatable Bobo dolls demonstrated children's copying behaviour as they bashed the doll. If the behaviour is consistent with their beliefs and such as seeing a 'hero' on TV being violent then it is more likely to happen. The experiment demonstrated that boys were more aggressive than girls.

Bandura proposes three stages to performing violence including attention such as watching a hero bash villains, retention or rehearsing the violent behaviour and motivation or rewards and punishments that go with being violent. Bandura states that parents who disapprove of violence will greatly diminish the likelihood of their children committing aggressive acts. He is concerned about people watching films in which the good guys are being violent and yet still win the girl, and get praise from the boss eg. Batman. Interestingly, his research shows that violence can break out years after it was modelled on TV.

Many children and youth spend many hours watching programs, movies or play interactive games of violence. His study suggests short-term processes of observational learning and immediate imitation and long-term influences that promote and maintain this behaviour. This includes desensitisation and learning of cognitions, especially schemas for attributing hostile intentions to others, scripts that link situations to aggressive responses and norms for evaluating such scripts.

- Reinforcement Theory suggests psychologists should look at a person's background, that is, his/her values and social roles. If a person grows up in a violent neighbourhood or family life he or she is more likely to be violent.

- Personality theory
  Short-term effects of violent media were greater for adults than for children whereas the long-term effects were greater for children than for adults. Trait theories such as McCrae and Costa suggest there are five main dimensions of personality to help explain and describe combinations of characteristics that predict behaviour. Personality may also be linked to biological makeup in determining personality.

- Group Behaviour after viewing violence seen on TV or the movies or interactive games, deindividuation may lead to violent behaviour.

- Classical and Operant conditioning
  Other research has suggested that video games may be more harmful than violent TV and movies because of the interactive nature of the games. Many learning processes, such as classical conditioning - desensitisation or becoming immune to violence. eg. Ninja turtles, Simpsons.

- Cognitive and Social Development – low self esteem
  Stories in the media show a person being bullied and teased by others, think they are powerless, see a program on TV and may feel they can become powerful by using violence. Young people do not have the cognitive development nor the experience to balance these messages with the more sensitive advice of a normal parental influence and societal laws.

- Biological influences – boys tend to more aggressive than girls, reinforced through violence on TV and interactive games.

- Desensitisation Theory
  Desensitisation is a process of becoming less physiological and emotionally aroused to media violence duet to extended exposure. Research by Cline, showed people watching violent movies rated the later movies as less violent. They attributed more responsibility to victims compared to those who viewed non-violent movies.

Others:

- Relational Influences: Dunphy's research on peer group/socialisation suggests the peer group may be more powerful than family influence during the teen years. They may watch violent programs together and engage in aggressive behaviour to solve problems through group influences and pressure. Persuasion communication within the group becomes easier with the added variables of alcohol and/or drugs while playing interactive violent games or watching violent movies. This is more likely to lead to violent behaviour. A group leader may have the group's trust and persuade them to become involved in behaviours that may not be normal.
- Developmentally, research suggests that many parents/guardians teach young people non-aggressive responses to situations. Other research states this may not be happening and that the media is promoting more violence is acceptable in society.

Society:

- The growing body of evidence that shows Western cultures to be more individualistic and independent than their Eastern counterparts. This Western view suggests that individuals see themselves as being more detached from the environment. Research shows these people may experience more self-focused emotions. Anger is considered to be more acceptable. This may lead to reinforcement and acceptance of media violence as 'normal' across society.
- Technology has changed the structure of our social groups and how we function. People watch more TV, see movies, use texting, play video games and have become accustomed to watching violence as part of the social structure of society.
- Research shows that violence may be glamourised especially through images portrayed by movie stars. Stereotyping may become a problem with programs or movies promoting specific people or groups as victims.
- Governments are blamed for allowing the media to show violent movies or programs. Society's responsibility has diminished. In addition, other influences combine with media such as alcohol and drugs to support the acceptance of aggressive behaviour.

Others, Self, Society

- Values and norms – drinking, behaviour, purchase of firearms, allowing young to watch violence continually so they become desensitised.
- Self-esteem – healthy people won't commit violent acts
- Observational learning – learning from others
- Pressure to perform – deindividuation

What children watch affects them positively and negatively. Viewing violence at an early age precludes behaviour in later years. This becomes a responsibility of individuals, parents, society and governments to manage this behaviour. More research needs to be done both, cross-sectional and longitudinal to produce empirical data that conclusively supports or refutes the above statement.

Researchers need to provide accurate and unbiased assessment of the scientific state of knowledge to the public regarding the effects short term and long term of watching violence through the media. While research may provide evidence about the negative aspects of watching violence there is conflict on how to manage the situation. Good theory and research will determine the level of support by people who can effect change to provide interventions and programs to guide the public and reduce the level of violence. Good theory generalises to the population and people have to take notice.

End of questions

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