



Year 11

Paper 2

Topic C: Do TV and video games affect young people's behaviour?



Introduction



1. Which two key questions does this topic cover?

- A. Are hormones and the brain responsible for aggression?
- B. Are video games good for you?
- C. Do children learn to be aggressive by watching television and playing video games?
- D. Should children be banned from watching television?



2. What is the research method covered in this topic?

- A. Questionnaires
- B. Experiment
- C. Observation
- D. Case Study
- E. Content analysis



3. Which studies do you need to know for this topic?

- A. Freud and Hobson and McCarley.
- B. Sigall and Ostrove, Madon and Thielgaard
- C. Charlton et al, Williams et al and Anderson and Dill
- D. Bennett-Levy and Marteau, Jones and Heinrichs.



4. Which job of a psychologist do you have to know for this topic?

- A. Forensic psychologist
- B. Psychoanalyst
- C. Clinical psychologist
- D. Educational psychologist
- E. Forensic psychologist



Section: The role of the brain and aggression



1. The biological reason for aggression means?

- A. People are aggressive naturally because it is in their genes.
- B. People are aggressive because they learn to be aggressive by copying others.
- C. People are aggressive because they have been annoyed by something.
- D. People are aggressive because it is both nature and nurture.



2. Two areas of the brain involved in aggression are?

- A. The pons and the hippocampus.
- B. The cerebellum and the amygdala.
- C. The amygdala and the limbic system.
- D. The pons and the limbic system.



3. The limbic system does which of the following?

- A. Responsible for creating the raw emotion in us.
- B. Responsible for calming us down when we are angry.
- C. Responsible for making us a criminal.
- D. Responsible for creating emotional responses such as laughing and crying.



4. Which best describes the location of the limbic system in the brain?

- A. In the middle of the brain and looks like a wishbone.
- B. At the base of the skull near our spinal column.
- C. At the front of our brain.
- D. Underneath the amygdala.



5. The amygdala does which of the following?

- A. Responsible for creating the raw emotion in us.
- B. Responsible for calming us down when we are angry.
- C. Responsible for making us a criminal.
- D. Responsible for creating emotional responses such as laughing and crying.



6. Which best describes the location of the amygdala in the brain?

- A. In the middle of the brain and looks like a wishbone.
- B. At the base of the skull near our spinal column.
- C. At the front of our brain.
- D. Underneath the amygdala.
- E. In the middle of the brain and underneath the limbic system.



7. Which two pieces of evidence have found that the limbic system and amygdala are responsible for aggression?

- A. When a woman's amygdala was stimulated with an electric current she became very aggressive until the electric current was switched off.
- B. Bandura showed that children will copy adult role models.
- C. Pavlov found that dogs could be classically conditioned to salivate at the sound of a bell.
- D. In 1966 Charles Whitman killed 13 people. He was found to have a brain tumour pressing on his amygdala.



8. Which of the following are difficulties psychologists have in researching the human brain?

- A. Psychologists can't damage someone's brain just to see if they become aggressive.
- B. Too many people want to take part in the research.
- C. It would not be very ethical because it would harm the participants.
- D. It is very difficult to actually measure parts of the brain and say that they are definitely responsible.



9. Which two are problems of using animal studies to explain aggression in humans?

- A. Humans and animals are different so their findings from animals may not be generalisable to humans.
- B. Humans live more complex lives than animals so saying just one thing is the cause of crime (such as biology) is very difficult.
- C. Animals will get harmed in the research.
- D. It is cruel to test on animals.



10. Which two are strengths linking aggression in humans to biology?

- A. Animal studies where the amygdala has been removed have shown a biological link to aggression.
- B. Animals are the same as humans.
- C. The research on animals is ethical.
- D. The case study of Charles Whitman and other case studies on humans have shown there is a link between aggression and the brain.



11. Which two are weaknesses of linking aggression in humans to biology?

- A. Case studies are unreliable as the aggression might be unique to that person. So, the results can't be generalised to others.
- B. Aggression could be explained by children and adults copying aggression from other people. Therefore, it might not just be biological.
- C. The case of Charles Whitman shows the link between aggression and parts of the brain.
- D. Animal studies have shown the importance of the amygdala in aggression.



Section: The role of hormones and aggression.



1. Which of the following is true about aggression?

- A. Females tend to be more aggressive than males.
- B. Males and females are about as aggressive as each other.
- C. Males tend to be more aggressive than females.



2. The male sex hormone responsible for aggression is called?

- A. Oestrogen
- B. Progesterone
- C. Adrenaline
- D. Testosterone



3. Which one of the following is the the best definition of the word hormone?

- A. Chemicals in the body that send messages.
- B. Neurons that send messages around the body.
- C. Chemicals produced by the body that send signals to organs around the body via the bloodstream.
- D. Chemicals in the body that send messages via the bloodstream.



4. The two parts of a males body that produce testosterone are?

- A. Brain and the pancreas.
- B. Testes and the adrenal glands.
- C. Kneecap and the elbow.
- D. Brain and the testes.



5. Testosterone is needed for?

- A. To make you happy.
- B. To produce sperm, develop male features such as facial hair and develop the male reproductive organs.
- C. To fight or flee from a stressful situation.
- D. To make your neurons work.



6. How do psychologists study the role of testosterone in aggression on animals?

- A. Observing them in their natural habitats.
- B. Castrating males to see if it makes them less aggressive and the injecting testosterone into them to see if it will make them more aggressive.
- C. Castrating them.
- D. Studying them in a laboratory.



7. Which two of the following are problems of researching aggression in animals?

- A. **Harming the animals is unethical.**
- B. It provides some useful research about the role of hormones and aggression.
- C. **The findings might not be generalisable to humans.**
- D. Humans and many animals share the same types of hormones and so the findings from animals can be compared to humans.



8. How can psychologists study the link between testosterone and aggression in humans?

- A. By taking blood samples and measuring the levels of testosterone and then asking people how aggressive they think they are.
- B. By asking people how aggressive they are.
- C. By watching a boxing match.
- D. By taking blood samples and measuring the amount of adrenaline in the blood.



9. Which two support the idea that testosterone is linked to aggression?

- A. Animal studies have shown that there is a clear link between testosterone and aggression.
- B. Not all humans with high testosterone levels are aggressive. Testosterone creates a drive but not necessarily an aggressive one.
- C. If testosterone is the cause of aggression, why are some women more aggressive than some men (women have 10 x less testosterone than men).
- D. Human studies show that there is a relationship between testosterone levels and aggression.



10. Which two are weaknesses of the argument linking testosterone to aggression?

- A. Animal studies have shown that there is a clear link between testosterone and aggression.
- B. Not all humans with high testosterone levels are aggressive. Testosterone creates a drive but not necessarily an aggressive one.
- C. If testosterone is the cause of aggression, why are some women more aggressive than some men (women have 10 x less testosterone than men).
- D. Human studies show that there is a relationship between testosterone levels and aggression.



Section: Social Learning Theory and aggression.



1. What is meant by the term observational learning?

- A. A person who is looked up to and copied
- B. The process of learning from watching others.
- C. Feeling you are similar to someone else.
- D. Listening to a role model and doing what they say.



2. Which of the following best describes Social Learning Theory?

- A. A theory that says that learning is down to our genes.
- B. A theory that says we learn from observing people around us.
- C. A theory similar to evolution.
- D. When we talk about things to other people.



3. Social Learning involves four steps. Which of the following shows the correct sequence of steps?

- A. Memory, Attention, reproduction and motivation
- B. Attention, memory, reproduction and motivation
- C. Motivation, attention, memory and reproduction.
- D. Attention, reproduction, memory, and motivation



4. Which one of the following best describes the word identification in terms of Social Learning?

- A. The process of learning from watching others.
- B. A feeling of similarity with a role model that leads to imitation of their behaviour – we believe we can be like them.
- C. Observing, identifying with and copying the behaviour of a role model.
- D. A person who is looked up to and copied.
- E. Learning through the positive consequences of other people. Copying someone else if we see them getting rewarded.



5. Which one of the following best describes the term vicarious reinforcement in terms of Social Learning?

- A. The process of learning from watching others.
- B. A feeling of similarity with a role model that leads to imitation of their behaviour – we believe we can be like them.
- C. Observing, identifying with and copying the behaviour of a role model.
- D. A person who is looked up to and copied.
- E. Learning through the positive consequences of other people. Copying someone else if we see them getting rewarded



6. What is the name of the psychologist who showed that children can learn to be aggressive by observing and copying adult role models?

- A. Freud
- B. Hobson
- C. Bandura
- D. Jones



7. Which best explains how children can become aggressive by watching Television.

- A. Children watch their favourite programme, identify with the characters, see these as role models, believe they can be like them, get vicarious reinforcement, begin to model their behaviour in their own lives.
- B. Children watch their favourite programme, identify with the characters, believe they can be like them, get vicarious reinforcement begin to model their behaviour in their own lives.
- C. Children watch a TV programme, don't identify with the characters, believe they can be like them, get vicarious reinforcement begin to model their behaviour in their own lives.



8. Which two of the following support the argument that Social Learning theory causes aggression in children?

- A. Bandura's study supports social learning because he found that children copy aggression from adult role models.
- B. It could be that aggressive children watch aggression on TV and play violent video games rather than being affected by it. They could just be naturally aggressive.
- C. Many tragedies, such as school shootings, have been linked to TV and video game violence.
- D. Many children watch violence on TV but not many children copy it.



9. Which two of the following are weaknesses of the argument that Social Learning theory causes aggression in children?

- A. Bandura's study supports social learning because he found that children copy aggression from adult role models.
- B. It could be that aggressive children watch aggression on TV and play violent video games rather than being affected by it. They could just be naturally aggressive.
- C. Many tragedies, such as school shootings, have been linked to TV and video game violence.
- D. Many children watch violence on TV but not many children copy it.



Section: Comparing theories of aggression.



1. What is meant by 'nature' in psychology?

- A. It is what behaviours we are born with through are genes.
- B. What behaviours we learn from the way we are raised.
- C. Behaviours which are to do with both biology and social learning.
- D. It is the natural world around us.



2. What is meant by 'nurture' in psychology?

- A. It is what behaviours we are born with through are genes.
- B. What behaviours we learn from the way we are raised.
- C. Behaviours which are to do with both biology and social learning.
- D. It is the natural world around us.



3. Which three pieces of evidence support the nature argument for aggression?

- A. Evidence of aggression due to the role of the amygdala.
- B. Bandura's research into children learning aggression through observational.
- C. Learning aggression by copying our role models (in real life and from the TV).
- D. Evidence of aggression due to the role of testosterone.
- E. Evidence of aggression due to the role of the limbic system.
- F. Evidence of aggression through vicarious reinforcement – copying aggressive behaviour because we see our role models getting rewarded for their aggressive behaviour.



4. Which three pieces of evidence support the nurture side of the argument for aggression?

- A. Evidence of aggression due to the role of the amygdala.
- B. Bandura's research into children learning aggression through observational.
- C. Learning aggression by copying our role models (in real life and from the TV).
- D. Evidence of aggression due to the role of testosterone.
- E. Evidence of aggression due to the role of the limbic system.
- F. Evidence of aggression through vicarious reinforcement – copying aggressive behaviour because we see our role models getting rewarded for their aggressive behaviour



5. Which of the following provides the best conclusion about the causes of aggression in children?

- A. It is unclear whether aggression is caused by nature, nurture or a combination of both. We may be biologically prone to aggression but it might be the situation we are in that triggers it.
- B. It is entirely down to nature: some people are just biologically more aggressive than others.
- C. No one is more aggressive because of their biology, aggression comes about because it is learnt such as by copying aggressive role models.
- D. There is no evidence either way!



Section: Key Study – Ramirez et al
(2001): culture and aggression.



1. What does the word stereotype mean?

- A. A general view of a person based on limited information or untrue ideas.
- B. What we think someone looks like.
- C. The behaviours we think a people from the same group share.
- D. When we judge someone because of the way they look.



2. What was the aim of Ramirez's study?

- A. To find out if some people are more stereotypical than others.
- B. To find out if context affects perception.
- C. To find out if TV and video games caused violence in children.
- D. To investigate whether aggression varied between cultures.



3. Which best describes the sample used in Ramirez's study?

- A. 1000 psychology students who volunteered to take part.
- B. 400 psychology students who volunteered to take part.
- C. 40 psychology students who volunteered to take part.
- D. 4000 psychology students who volunteered to take part.



4. Which two countries did the participants come from?

- A. Half from Australia and half from Austria.
- B. Half from England and half from Spain.
- C. Half from Japan and half from France.
- D. Half from Japan and half from Spain.



5. Which research method was used to collect the data about culture and aggression?

- A. Laboratory experiment
- B. Field experiment
- C. Questionnaire
- D. Case Study



6. Which four types of aggression were measured in the study?

- A. Verbal and Physical.
- B. Verbal, anger, hostility and violence.
- C. Verbal, anger, physical aggression and hostility.
- D. Verbal and hostility.



7. How were participants asked to answer each question?

- A. By answering a set of open questions about aggression.
- B. By answering a series of Likert style questions and they had to say to what extent they would agree or disagree with each statement – on five-point scale.
- C. By being interviewed by the psychologists and taken through the set of questions.
- D. By answering a set of closed questions.



8. Which students were found to be the most physically aggressive?

- A. Japanese
- B. Spanish
- C. Both



9. Which students were found to be the most verbally aggressive?

- A. Japanese
- B. Spanish
- C. Both



10. Which two of the following statements are true about what Ramirez also found out about culture and aggression?

- A. Males showed more physical and verbal aggression and hostility than females in both cultures.
- B. Males and females in both cultures showed the same level of anger.
- C. Males showed more anger than females in both cultures.
- D. Males showed less physical and verbal aggression and hostility than females in both cultures.



11. Which two of the following are strengths of Ramirez's study into culture and aggression?

- A. The questionnaire produced quantitative data so was easily analysed and could not be interpreted differently by researchers.
- B. All the participants were psychology students and may have tried to guess the aim of the research. Being they same tyoe of student means it is difficult to generalise the findings to other groups.
- C. Students may have answered the question according to how they think they would act and not how they actually would act in a real life situation.
- D. All the students were volunteers and gave their informed consent to take part. Therefore the study was ethical.



12. Which two of the following are weaknesses of Ramirez's study into culture and aggression?

- A. The questionnaire produced quantitative data so was easily analysed and could not be interpreted differently by researchers.
- B. All the participants were psychology students and may have tried to guess the aim of the research. Being they same type of student means it is difficult to generalise the findings to other groups.
- C. Students may have answered the question according to how they think they would act and not how they actually would act in a real life situation.
- D. All the students were volunteers and gave their informed consent to take part. Therefore the study was ethical.



Section: research method –
Content analysis.



1. Which one of the following best describes what content analysis is?

- A. A research method when you manipulate the independent variable and measures its effect on the dependent variable.
- B. A research method when you study one person or small group in great detail.
- C. A research method used to measure the number of times something happens such as violent acts in a TV programme or in a book.
- D. A research method when you make ask a large group of people the same set of questions.



2. Which one of the following best describes how to design a piece of content analysis research into aggression?

- A. Decide what aggressive behaviour is, write a list of aggressive behaviours to observe, decide on which TV programmes you will observe, tally the number of times the types of aggression occur in each programme, compare the scores for each programme.
- B. Decide what aggressive behaviour is, write a list of aggressive behaviours to observe, decide on which TV programmes you will observe and watch each programme.



3. What is the best definition of a tally chart?

- A. A single mark on a chart to show that a behaviour has been found during content analysis.
- B. A list of behaviours and a mark is placed next to each behaviour when it has been seen when doing a content analysis.
- C. A long list of behaviours to observe.
- D. A way of measuring how many behaviours happen.



4. Which one of the following best describes the type of data you would collect using a tally chart?

- A. Quantitative data.
- B. Qualitative data from each category on your tally chart.
- C. Qualitative data
- D. Quantitative data from each category on your tally chart.



5. Which type of average would you use to analyse the data collected in your tally chart?

- A. Mean
- B. Mode
- C. Median
- D. Range



6. What is meant by the word sampling when doing a content analysis?

- A. The programmes you choose to watch and then compare when doing a content analysis. You also have to consider when they are on. A good sample will have programmes from different times of the day.
- B. The people you use in your research.
- C. The type of research method you will use.
- D. How long it takes you to carry out the content analysis.



7. What does unrepresentative mean?

- A. If the study is repeated the same results can be obtained.
- B. When a piece of research is unethical.
- C. The findings are limited so it might not apply to everyone.
- D. When you can generalise the findings to a large group of people.



8. Why might a content analysis be unrepresentative?

- A. The programmes chosen in the content analysis might not be what most people would watch.
- B. The programmes chosen in the content analysis are what most people would watch.
- C. The programmes chosen in the content analysis are unethical.
- D. There are too many programmes analysed in the content analysis.



9. What is meant by the term reliability?

- A. If the study is repeated the same results can be obtained.
- B. When a piece of research is unethical.
- C. The findings are limited so it might not apply to everyone.
- D. When you can generalise the findings to a large group of people.



10. Why might content analysis not be very reliable?

- A. Because the researcher could interpret what is aggressive differently to another researcher.
- B. Because the programmes watched might be unethical.
- C. Because the researcher will interpret what is aggressive in the same way as someone else.
- D. The findings are limited so it might not apply to everyone.



11. Which two of the following are strengths of content analysis?

- A. It is a good way of comparing the amount of violence in programmes and video games as it provides quantitative data from the tally chart.
- B. It is not a reliable method as two different researchers might interpret violence in different ways.
- C. It might be unrepresentative if the programmes chosen to observe are not what most people watch.
- D. It's a quick way of finding out about violence in TV programmes and video games.



12. Which two of the following are weaknesses of content analysis?

- A. It is a good way of comparing the amount of violence in programmes and video games as it provides quantitative data from the tally chart.
- B. It is not a reliable method as two different researchers might interpret violence in different ways.
- C. It might be unrepresentative if the programmes chosen to observe are not what most people watch.
- D. It's a quick way of finding out about violence in TV programmes and video games.



Section: Ethics of psychological research.



1. What is meant by the term ethical guidelines?

- A. A list of rules about how to carry out experiments.
- B. A set of rules that psychologists have to consider when using participants in their research.
- C. When a participant gives their consent to take part in a piece of research.
- D. When a psychologist has the ability to carry out the research.



2. Which ethical guideline does the following refer to?

- The participant must know exactly what the research is about.

- A. Protection of participants
- B. Right to withdraw
- C. Competence
- D. deception
- E. **Informed consent**
- F. debrief



3. Which ethical guideline does the following refer to?

- A participant must be told that do not have to answer all the questions in a questionnaire or take part in the whole experiment and they can leave the research whenever they want.
-
- A. Protection of participants
 - B. **Right to withdraw**
 - C. Competence
 - D. deception
 - E. Informed consent
 - F. debrief



4. Which ethical guideline does the following refer to?

The psychologist carrying out the research must be well trained and qualified to do it.

- A. Protection of participants
- B. Right to withdraw
- C. **Competence**
- D. deception
- E. Informed consent
- F. debrief



5. Which ethical guideline does the following refer to?

- At the end of the research participants should be told the truth about the study just in case they had been deceived in any way.
-
- A. Protection of participants
 - B. Right to withdraw
 - C. Competence
 - D. deception
 - E. Informed consent
 - F. **debrief**



6. Which ethical guideline does the following refer to?

- Participants should not be lied to about the aim of the research because they might feel humiliated.

- A. Protection of participants
- B. Right to withdraw
- C. Competence
- D. **deception**
- E. Informed consent
- F. debrief



7. Which ethical guideline does the following refer to?

- Participants taking part in research should not be harmed either psychologically or physically.
-
- A. Protection of participants
 - B. Right to withdraw
 - C. Competence
 - D. deception
 - E. Informed consent
 - F. debrief



8. What does 'competence' mean in psychology?

- A. A set of guidelines that psychologists have to follow when carrying out research.
- B. Being lied to by a psychologist.
- C. When the psychologist is properly qualified to carry out the research in an effective and safe way.
- D. Being told what the true aims of the study were about.



9. Which ethical guidelines are being broken in the following scenario.

- An unqualified psychology student carried out an experiment. She asked 10 students to take a difficult test and then published the results without the consent of the participants.

- A. Competence, informed consent, confidentiality, protection of participants, debrief.
- B. Competence, protection of participants, confidentiality.
- C. Protection of participants and deception.
- D. Debrief, deception and privacy.



10. Which three of the following can help to protect participants in psychological research?

- A. Psychologists should discuss their research with other psychologists in order to consider all the possible risks.
- B. Psychologists should pay participants to take part in their research.
- C. Participants should always be given the right to withdraw at any point in the study. This should be made clear at the very start.
- D. Counselling should be provided for any participant that has been affected by the study.



Section: Key Study – Anderson and Dill (2000): video games and aggression



1. Which terrible real life event was linked to the murderers playing a violent video game called Doom?

A. The Columbine High School shootings.



2. What was the aim of Anderson and Dill's study into video games and aggression?

- A. To see whether people who played violent video games became aggressive.
- B. To investigate the effects of television on children's behaviour.
- C. To measure children's behaviour before and after the introduction of television to a town and then compare it with behaviour in towns that did have TV.
- D. To find out if there was a gene for aggression.



3. What type of research method was used?

- A. Questionnaire
- B. Laboratory experiment
- C. Case study
- D. Content analysis



4. Which best describes the sample that took part?

- A. Children on the island of St Helena
- B. Children from three different towns: Notel, Onetel and Unitel.
- C. 30,000 men who had blood samples taken.
- D. 210 psychology students.



5. What is meant by the Independent variable (IV)?

- A. What is measured in an experiment.
- B. What is controlled in an experiment.
- C. What is manipulated in an experiment (into two conditions) to see its effect on the DV.
- D. The participants in an experiment.



6. What was the independent variable in Anderson and Dill's study?

- A. The amount of time they played the video game for.
- B. The type of video game the participants played – either the violent Wolfenstein 3D game or the non violent Myst game.
- C. The level of aggression shown by the participants after playing one of the video games for 30 minutes.
- D. How much the participants enjoyed playing the video games.



7. What is meant by the dependent variable (DV)?

- A. What is measured in an experiment.
- B. What is controlled in an experiment.
- C. What is manipulated in an experiment (into two conditions) to see its effect on the DV.
- D. The participants in an experiment.



8. What was the dependent variable in Anderson and Dill's study?

- A. The amount of time they played the video game for.
- B. The type of video game the participants played – either the violent Wolfenstein 3D game or the non violent Myst game.
- C. The level of aggression shown by the participants after playing one of the video games for 30 minutes.
- D. How much the participants enjoyed playing the video games.



9. Which two best describe the video games used in the study?

- A. Mary Poppins
- B. Wolfenstein 3D
- C. Myst
- D. Call of Duty



10. What were the participants told the research was about?

- A. They were told exactly what the experiment was about.
- B. They were told it was about memory.
- C. They were told it was to test their level of friendliness.
- D. They were told it was about the development of motor skills and **not** that it was about aggression and video games.



11. In not knowing the true aim of the research, which ethical guideline did the study break?

- A. Confidentiality
- B. Privacy
- C. Right to Withdraw
- D. Deception



12. How long did each participant play the video game for?

- A. 30 minutes
- B. 60 minutes
- C. 15 minutes
- D. 2 minutes



13. What were participants asked to do after they had played the video game?

- A. Shake hands with the psychologist and leave.
- B. Play a competitive reaction game with a person who had played the other video game.
- C. Play football.
- D. Nothing.



14. What did the winner of the competitive reaction test get to do to the loser?

- A. Pour water over them.
- B. Give them an electric shock.
- C. Gave them a blast of loud noise and decide on how long and how loud this was.
- D. Nothing at all.



15. Why was the end of the study ethical?

- A. All participants were paid for taking part.
- B. All participants were debriefed and were told the true aim of the experiment.
- C. The violent video game scared some of the participants.
- D. The psychologist thanked all the participants.



16. Which two best describe the results of the study?

- A. The loudest and longest blast of noise was given by participants that had played the non-violent video game – Myst.
- B. The loudest and longest blast of noise was given by participants that had played the violent video game – Wolfenstein 3D.
- C. The loudest and longest blast of noise was given by both sets of participants.
- D. Women who played Wolfenstein 3D gave greater punishments than the men who played Wolfenstein 3D.



17. Which best describes the conclusion of the study?

- A. Playing non-violent video games increases levels of aggression.
- B. Playing violent video games increases levels of aggression.
- C. Playing violent video games increases levels of aggression – especially in women.
- D. Playing violent video games increases aggression especially in women because it makes people think in a more aggressive way.



18. Which two of the following are strengths of the study?

- A. Participants played the video games in a laboratory which is not a normal place for playing games (most people would play them in their own homes). So, it is not like a realistic (real life) study.
- B. The study used deception as the participants thought they were taking part in research about motor skills. This was unethical.
- C. Participants might have been harmed in some way by receiving the loud blasts of noise. Again, this was unethical.
- D. The research was a lab experiment so there was a lot of control such as all participants received the same instructions.
- E. The research is very useful as it shows that violent video games might cause aggression. This might mean some video games need age restrictions on them.



19. Which three of the following are weaknesses of the study?

- A. Participants played the video games in a laboratory which is not a normal place for playing games (most people would play them in their own homes). So, it is not like a realistic (real life) study.
- B. The study used deception as the participants thought they were taking part in research about motor skills. This was unethical.
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- D. The research was a lab experiment so there was a lot of control such as all participants received the same instructions.
- E. The research is very useful as it shows that violent video games might cause aggression. This might mean some video games need age restrictions on them.



Section: Key Study – Charlton et al (2000): St Helena study



1. Why did Charlton choose to use the island of St Helena for his study?

- A. He just felt like it.
- B. It was a small island and so easy to study.
- C. The island didn't have television but was going to get it.
- D. Charlton was on holiday.



2. When did Charlton begin the study on St Helena?

- A. As soon as television was introduced to the island.
- B. One year after television was introduced to the island.
- C. Two years before television was introduced to the island.
- D. Two months before television was introduced to the island.



3. What was the aim of the study?

- A. To see whether people who played violent video games became aggressive.
- B. To investigate the effects of television on children's behaviour.
- C. To measure children's behaviour before and after the introduction of television to a town and then compare it with behaviour in towns that did have TV.
- D. To find out if there was a gene for aggression.



4. Which best describes why Charlton's study is a natural experiment?

- A. Charlton created the Independent variable – he introduced television to the island.
- B. The independent variable was naturally occurring – television was going to arrive on the island anyway.
- C. It involved people in their natural surroundings.
- D. It was conducted in a laboratory.



5. What was the Independent variable in the study?

- A. The children's behaviour on the island.
- B. The adults behaviour on the island.
- C. Television – condition A: behaviour before TV and condition B: behaviour after the introduction of TV.
- D. How far the island was from the United Kingdom.



6. What was the dependent variable in the study?

- A. The children's behaviour on the island.
- B. The adults behaviour on the island.
- C. Television – condition A: behaviour before TV and condition B: behaviour after the introduction of TV.
- D. How far the island was from the United Kingdom.



7. Which four of the following were methods used by Charlton to collect data about the children's behaviour?

- A. Questionnaires asking parents and teachers about the children's behaviour.
- B. Blood tests of all the islanders.
- C. Observations of the children in the playground – looking at how aggressive they were.
- D. Content analysis of how much TV the children watched and for how long.
- E. Video cameras in the school classrooms to help them measure levels of aggression.



8. Which best describes Charlton's results?

- A. Charlton found very little difference in levels of aggression before and after the introduction of TV.
- B. Charlton found levels of aggression increased after the introduction of TV.
- C. Charlton found levels of aggression decreased after the introduction of TV.
- D. Charlton found the results very interesting.



9. Which best describes why Charlton got these results?

- A. St Helena is a tight knit and small community and there was very few behaviour problems on the island to begin with.



10. What did Charlton conclude from his research?

- A. The study showed that TV increased levels of aggressive behaviour which means TV is a bad thing and children should not watch it.
- B. The study showed that TV decreased levels of aggressive behaviour which means TV is a good thing and children should watch it.
- C. The study showed that TV made no difference to levels of aggression in children and even if violence was watched it wasn't copied. This might have been due the the fact the results came from a small island that had a lot of community control.



11. Which two of the following are strengths of Charlton's research?

- A. There was lots of evidence collected before and after the introduction of TV using various methods.
- B. Children might have been more aggressive after watching violence on TV but parents and teachers might not have told the psychologists because it would make the island look bad.
- C. Because it was a natural experiment it is closer to real life than a lab experiment.
- D. The programmes watched by the children on the island were actually less violent than the programmes watched by children on the mainland – so it is difficult to generalise Charlton's findings.



12. Which two of the following are weaknesses of Charlton's research?

- A. There was lots of evidence collected before and after the introduction of TV using various methods.
- B. Children might have been more aggressive after watching violence on TV but parents and teachers might not have told the psychologists because it would make the island look bad.
- C. Because it was a natural experiment it is closer to real life than a lab experiment.
- D. The programmes watched by the children on the island were actually less violent than the programmes watched by children on the mainland – so it is difficult to generalise Charlton's findings.



Section: Key study – Williams
et al (1981): does TV affect
children's behaviour?



1. Why did Williams use a remote town in Canada for his study?

- A. Because she was on holiday there.
- B. Because it was going to get television for the first time.
- C. Because they already had many television channels.
- D. Because she wanted to.



2. What was the aim of Williams' study?

- A. To see whether people who played violent video games became aggressive.
- B. To investigate the effects of television on children's behaviour.
- C. To measure children's behaviour before and after the introduction of television to a town and then compare it with behaviour in towns that did have TV.
- D. To find out if there was a gene for aggression.



3. Why was it a natural experiment?

- A. Williams created the Independent variable – she introduced television to the island.
- B. The independent variable was naturally occurring – television was going to arrive in the town anyway.
- C. It involved people in their natural surroundings.
- D. It was conducted in a laboratory.



4. Which four of the following did Williams measure before and after the introduction of TV to the town?

- A. Aggression.
- B. Conversational ability.
- C. Intelligence level.
- D. How fast the children could run.
- E. Creativity and reading ability in children.
- F. Leisure activities.
- G. Their favourite foods.



5. How did Williams measure aggression?

- A. They got everyone in the town to complete a questionnaire.
- B. They conducted many lab experiments on the children in the town.
- C. They got two observers to observe the children's behaviour in the playground and classroom.
- D. They did a case study of just one child in the town.



6. What name did Williams give to the town they studied?

- A. Peterborough
- B. Canada town
- C. **Notel**
- D. Columbia



7. What other towns did they compare Notel town with?

- A. Leicester and Manchester
- B. New York and Minnessota
- C. Carlisle and Teddington
- D. Onetel and Multitel



8. What did they do the same with in all three towns they studied?

- A. Studied all three towns for five days.
- B. Studied all three towns before and after the introduction of TV to Notel and for two years afterwards.
- C. Studied every person in all three towns.
- D. Studied all the children in all three towns.



9. Which four of the following were results from the introduction of TV to Notel?

- A. The children were observed as being more aggressive after the introduction of television.
- B. Children became more creative after the introduction of TV.
- C. Intelligence scores improved dramatically after the introduction of TV.
- D. Intelligence scores dropped slightly after the introduction of TV.
- E. Children became less creative
- F. Children and adults spent less time on leisure activities than they had before.



10. What conclusion did Williams draw from her research?

- A. Notel showed increased levels of aggression because of the introduction of TV compared to those that already had television.
- B. The introduction of TV to Notel had no effect on the level of aggression.
- C. Levels of aggression fell after the introduction of TV to Notel.



11. Which two of the following are strengths of Williams' study?

- A. The researchers did not control how much TV or what TV the children watched.
- B. The observers might have been biased and only observed what they wanted to see – such as higher levels of aggression in order to fit in with the aims of their study.
- C. They followed the same children before and after the introduction of TV so they could compare the effects of TV on their behaviour.
- D. It was done in a real place and so has much more realism than a lab experiment.



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Section: Comparing Charlton et al (2000) and Williams et al's (1981) research.



1. Which three of the following are similarities between Charlton and Williams' research?

- A. Both studies were natural experiments and the researchers did not control the introduction of TV.
- B. The number of participants studied was the same in both studies.
- C. Both studies were conducted in real-life communities.
- D. Both studies used observations to measure the amount of aggression children showed.
- E. Both studies took place in a controlled laboratory.



2. Which three of the following are differences between Charlton and Williams' research?

- A. St Helena is a remote island and therefore unique whereas Notel was part of the mainland and similar to other towns.
- B. In St Helena the people knew each other really well whereas this was not the case in Notel (it was just a typical town).
- C. Notel could keep up with popular trends (because it was on the mainland) whereas St Helena could not as it only had a ferry visit every month.
- D. Both studies used questionnaires to gather information from parents and teachers.



3. Which is the best conclusion that can be drawn from both Williams and Charlton's research?

- A. TV has no affect on a child's level of aggression.
- B. Children are affected by watching TV but parents can reduce the impact of TV by controlling how much and what their children watch.
- C. Children should be allowed to watch as much television as they want.
- D. Closer knit communities are better at managing their children than mainland towns.



4. When making a comparison, which two of the following words show that you are comparing?

- A. On the other hand.
- B. Because.
- C. Whereas.
- D. In conclusion.
- E. Firstly.



Section: Becoming and
educational psychologist.



1. Which three of the following might an educational psychologist work for?

- A. The local authority – helping in state schools.
- B. The NHS
- C. Independent schools (fee paying ones).
- D. Themselves (being self-employed).



2. Which three of the following skills are essential for an educational psychologist to have?

- A. Good communication
- B. Being impatient
- C. Being a good listener
- D. Being able to speak confidently to different groups
- E. Be good at empathetic listening – listening to another person and showing real understanding.
- F. Being too talkative



3. Which best describes the qualifications required to become an educational psychologist?

- A. Degree in psychology (recognised by the BPS) and some experience of education.
- B. Degree in psychology (recognised by the BPS), some experience of education, three year doctorate.
- C. Some experience of education, three year doctorate.
- D. Degree in psychology (recognised by the BPS), some experience of education, Masters degree.



4. What does 'Chartered Status' mean?

- A. That you have a degree in psychology.
- B. That you have some experience of being a psychologist.
- C. That you have carried out enough research to be called a Chartered psychologist.
- D. You have shown the British Psychological Society (BPS) that you have the right qualifications to be called a psychologist.



5. What does continuing professional development (CPD) mean?

- A. As a professional you keep up to date with new methods and techniques so you can provide the best service possible.
- B. You have attended a few seminars to do with your subject.
- C. You keep a record of all the work you have done.
- D. You are monitored very closely by another psychologist.



Section: The job of the educational psychologist.



1. Which best describes what an educational psychologist does?

- A. Works with children who have committed crimes.
- B. Works with children who are disruptive.
- C. The main focus is on helping children with behaviour or learning issues.
- D. Works with the parents of children with special needs.



2. What does statutory (legal) duty mean?

- A. That the law says that all children have to be able to reach their full potential. An ed psych helps children to do this.
- B. That an educational psychologist can legally do what they want.
- C. That educational psychologists have to follow a set of rules.



3. Which of the following part of an educational psychologists job is being described?

An educational psychologist will have to work with other groups to help the child such as schools, social services and family.

- A. Consultation
- B. Individual assessments
- C. Planning interventions
- D. Training
- E. System-level work
- F. **Multi-agency work**



4. Which of the following part of an educational psychologists job is being described?

The educational psychologist may advise schools on the best way to work such as setting up an anti-bullying policy.

- A. Consultation
- B. Individual assessments
- C. Planning interventions
- D. Training
- E. **System-level work**
- F. Multi-agency work



5. Which of the following part of an educational psychologists job is being described?

An educational psychologist will have to meet with many different groups such as teachers, parents and the child before deciding on how to treat or work with a child.

- A. Consultation
- B. Individual assessments
- C. Planning interventions
- D. Training
- E. System-level work
- F. Multi-agency work



6. Which of the following part of an educational psychologists job is being described?

The educational psychologist might have to carry out tests on the child they are working with to assess how severe their problem is.

- A. Consultation
- B. **Individual assessments**
- C. Planning interventions
- D. Training
- E. System-level work
- F. Multi-agency work



7. Which of the following part of an educational psychologists job is being described?

An educational psychologist might have to work with teachers to explain how best to deal with a child.

- A. Consultation
- B. Individual assessments
- C. Planning interventions
- D. Training
- E. System-level work
- F. Multi-agency work



8. Which of the following part of an educational psychologists job is being described?

The educational psychologist will use all the information they have gathered about a child to decide on how best to help them.

- A. Consultation
- B. Individual assessments
- C. **Planning interventions**
- D. Training
- E. System-level work
- F. Multi-agency work



Section: Educational psychology
and anger management.



1. Why is it important to help a child overcome anger issues?

- A. To help them make better progress socially and academically – to improve their life chances.
- B. To stop them from harming others.
- C. To make it easier for them to be taught at school.

2. Which four methods will an educational psychologist use to support a child with anger management issues?

- A. Observing the child and the situation.
- B. Laboratory experiment
- C. Gathering as much information as possible.
- D. Helping to solve the problem.
- E. Reviewing the situation and getting more help if necessary.

3. Which best describes how and why an educational psychologist would observe a child with anger management issues?

- A. Just observes the child all the time.
- B. Observes the child in various situations.
- C. Observes the child in various situations and also get the teachers to observe as well. This is to see if there is a specific trigger to the anger.



4. How would an educational psychologist gather information from about the child?

- A. Meet with parents, teachers and the child and any other group that could provide useful information.
- B. Just meet with teachers.
- C. Meet with parents and teachers.
- D. Meet with the special needs co-ordinator only.



5. Which best describes how an educational psychologist might help to solve the problem.

- A. Just telling the parents and teachers what to do.
- B. Trying to get teachers, parents and the child to recognise the signs of anger beforehand and then training everyone to help stop the outburst from happening.



6. What would the educational psychologist do for a time after helping the child?

- A. Monitor the child to see if the intervention has worked and get more advice if it hadn't such as check out medical conditions.
- B. Go on to another case.
- C. Tell the school and parents there is nothing else they can do to help the child.

7. What would the educational psychologist do if the child's anger hadn't been managed by her intervention?

- A. Refer the child to a specialist or another agency.
- B. Leave the school to deal with problem.
- C. Tell the parents that is their fault.



Section: Introducing censorship
and the 9 O'clock watershed.



1. What is meant by the term watershed?

- A. Preventing information from being circulated in some way.
- B. Deciding what is suitable to broadcast and what is not.
- C. A style of government where members of society have little say and have to accept what the government says.
- D. A turning point. For example, after 9pm TV channels can broadcast programmes with more violence and sex than before 9pm.
- E. A style of government where decisions are made for the benefit of everyone. For example, the government knows what is best for the people.



2. What is the purpose of the watershed?

- A. It is a way that the government can control what we watch.
- B. It is designed to protect children from watching inappropriate violence on TV. They should be in bed before 9pm.



3. What is meant by the term censorship?

- A. Preventing information from being circulated in some way.
- B. Deciding what is suitable to broadcast and what is not.
- C. A style of government where members of society have little say and have to accept what the government says.
- D. A turning point. For example, after 9pm TV channels can broadcast programmes with more violence and sex than before 9pm.
- E. A style of government where decisions are made for the benefit of everyone. For example, the government knows what is best for the people.



4. What is moral censorship?

- A. Preventing information from being circulated in some way.
- B. Deciding what is suitable to broadcast and what is not.
- C. A style of government where members of society have little say and have to accept what the government says.
- D. A turning point. For example, after 9pm TV channels can broadcast programmes with more violence and sex than before 9pm.
- E. A style of government where decisions are made for the benefit of everyone. For example, the government knows what is best for the people.



5. What does the BBFC stand for?

- A. British Broadcasting Football Club
- B. British Board of Film Classification
- C. British Boxing Film Club
- D. Best Barbecue For Cubs



6. Which four of the following should a U-certificate film contain?

- A. No reference to illegal drugs.
- B. Lots of nudity.
- C. High level of sexual content.
- D. Some kissing acceptable.
- E. Gun violence.
- F. Mild violence OK.
- G. Mild horror with reassuring outcomes.
- H. Lots of blood and gore.



7. What does an 18 categorization mean?

- A. You have to be accompanied by a person over the age of 18 to watch the film.
- B. You have to be over 18 to watch the film.
- C. You have to be 18 or over to watch the film.
- D. You have to be 16+ to watch the film.



9. What is meant by an authoritarian government?

- A. Preventing information from being circulated in some way.
- B. Deciding what is suitable to broadcast and what is not.
- C. A style of government where members of society have little say and have to accept what the government says.
- D. A turning point. For example, after 9pm TV channels can broadcast programmes with more violence and sex than before 9pm.
- E. A style of government where decisions are made for the benefit of everyone. For example, the government knows what is best for the people.



10. What is meant by a paternalistic government?

- A. Preventing information from being circulated in some way.
- B. Deciding what is suitable to broadcast and what is not.
- C. A style of government where members of society have little say and have to accept what the government says.
- D. A turning point. For example, after 9pm TV channels can broadcast programmes with more violence and sex than before 9pm.
- E. A style of government where decisions are made for the benefit of everyone. For example, the government knows what is best for the people.

Section: Debate – Arguments for and against censorship and the watershed.





1. Which two are problems of accurately measuring the amount of violence on TV?

- A. Researcher bias – one researcher might judge something violent whereas another might not.
- B. Comparing programmes might not be fair as cartoons are different to real life dramas.
- C. Content analysis provides quantitative data which can easily be compared.
- D. There are not enough programmes to analyse.



2. Which of the following is a good argument for having the watershed at 9pm?

- A. A survey showed that British TV has less violence than other countries.
- B. Surveys show that most adults and children think it is a good idea as it shows parents what programmes are suitable for their children.



3. Which is a good argument for not having the watershed at all?

- A. A survey showed that British TV has less violence than other countries.
- B. Surveys show that most adults and children think it is a good idea as it shows parents what programmes are suitable for their children.



4. When can a 15 rated film be shown on British TV?

- A. Before 9pm.
- B. After 6pm
- C. After 9pm.
- D. Never.



5. When can an 18 rated film be shown on British TV?

- A. Before 9pm.
- B. After 10pm.
- C. After 9pm.
- D. Never.



6. Which of the following is a strong psychological argument to keep the watershed?

- A. Social Learning Theory – children are vulnerable to copying role models. They should not be exposed to too much violence which can be controlled by having the watershed.
- B. Biological theory – it is in children's genes to be aggressive.



7. Which two of the following are arguments in favour of censorship and the watershed?

- A. Censorship and the watershed protect children from viewing acts they are not ready for as children may imitate what they see.
- B. Censorship restricts people's freedom to choose what to watch.
- C. Studies show that most people are in favour of the watershed as they think it protects children from viewing too much violence.
- D. Authoritarian and paternalistic governments are more likely to use censorship as this is another form of control over the people.



11. Which of the following are arguments against censorship?

- A. Censorship and the watershed protect children from viewing acts they are not ready for as children may imitate what they see.
- B. Censorship restricts people's freedom to choose what to watch.
- C. Studies show that most people are in favour of the watershed as they think it protects children from viewing too much violence.
- D. Authoritarian and paternalistic governments are more likely to use censorship as this is another form of control over the people.



Link to revision notes on the FCC website

- <http://www.felpham.com/Social-Sciences>