

## Mark schemes

**Q1.****[AO1 = 1]**

**B** Knowing what gender you are now and understanding that you have always been the same gender and will stay the same gender in the future.

**[1]****Q2.****[AO1 = 3 AO3 = 5]**

Level	Marks	Description
4	7-8	Knowledge of Kohlberg's theory of gender development is accurate with some detail. Evaluation is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Knowledge of Kohlberg's theory of gender development is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited knowledge of Kohlberg's theory of gender development is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Knowledge of Kohlberg's theory of gender development is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

**Possible content:**

- child develops an understanding of gender through a series of stages linked to age
- gender identity – child can label own gender/is aware of self as male/female
- gender stability – child can understand own gender is fixed over time
- gender constancy/consistency – child understands gender is unchanged despite changes in outward appearance/context
- child begins to seek out same sex role models
- understanding of gender is actively constructed through experience and driven by maturation, socialisation, lessening egocentrism.

**Possible evaluation:**

- use of evidence to support the stages (Slaby and Frey, 1975)
- cross-cultural evidence indicates stages are universal
- explains the cognitive processes rather than just focusing on behaviour
- contradictory evidence, eg preference for same-sex playmates before gender identity stage
- other explanations are more focused on the reasons for development of gender – Kohlberg is better at describing the process
- cannot easily explain why boys show stronger sex-typing than girls.

Credit other relevant material.

[8]

**Q3.**

[AO2 = 8]

Level	Marks	Description
4	7-8	Application of knowledge of cognitive explanations for gender development is detailed and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Application of knowledge of cognitive explanations for gender development is evident and mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Application of knowledge of cognitive explanations for gender development is present but of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Application of knowledge of cognitive explanations for gender development is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.  Answers without explicit application – Max 2 marks
	0	No relevant content.

**Possible application:**

- Donny's ideas of gender have changed from when he was 'very little' - cognitive explanations suggest age-related changes in understanding
- when he was little Donny used to think he would become 'a mummy' - Kohlberg (1966) – children aged two–three years understand own gender (gender identity) but do not realise it is 'fixed'
- at five years, Donny shows gender stability – thinks his gender is fixed over time – will be 'a tractor man' Kohlberg (1966)
- Donny's gender schema (Martin and Halverson, 1983) includes all his information about the concepts of 'boy' and 'girl' – he seeks out information to confirm/extend his schema by focusing on boys in the playground and ignoring the girls

- Donny gets to socialise with other children at the playground, grows older, begins to focus on others' points of view – 'thinks about what the others are doing and why' – cognitive theory suggests changes in understanding depend on maturation, socialisation, reduction in egocentric thinking

Credit other relevant material.

[8]

#### Q4.

[AO2 = 4]

Level	Mark	Description
2	3-4	Gender schema theory is explained and applied appropriately, with some detail. The answer shows sound understanding and appropriate use of specialist terminology.
1	1-2	There is limited/muddled explanation and application of gender schema theory. The answer shows limited understanding. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

#### Possible application:

- Beatrix is three years old so will have developed a gender identity of herself as a girl, and along with that, is developing a 'girl' schema
- her 'girl' schema is an organised group of concepts which consists of all the knowledge she has of girls and how they look/behave
- at nursery, Beatrix plays mostly with toys that fit with her 'girl' schema, such as dolls and the kitchen
- at home, Beatrix talks mainly about what the girls have been doing as she pays more attention to 'girl' behaviour (because she is actively trying to expand her girl schema or in-group knowledge)
- Beatrix talks rarely about what boys do because she disregards information that is not part of her 'girl' schema (ie out-group knowledge about boys).

Credit other relevant material.

[4]