

Mark schemes

Q1.

[AO1 = 6 AO3 = 10]

Level	Mark	Description
4	13-16	Knowledge of what psychological research has told us about the influence of social learning on gender is accurate and generally well detailed. Discussion 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	9-12	Knowledge of what psychological research has told us about the influence of social learning on gender is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5-8	Limited knowledge of what psychological research has told us about the influence of social learning on gender is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-4	Knowledge of what psychological research has told us about the influence of social learning on gender is very limited. Discussion 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:

- children learn ideas about gender/gender-related behaviour through observation, imitation, identification, modelling, direct and vicarious reinforcement
- influence of model depends on model's attractiveness, status, and the appropriateness of their gender-related behaviour
- opportunities for social learning about male/female roles/behaviours from parents, peers and media, including TV, advertising, books, computer games etc
- role of mediational processes in learning and performance – attention, retention, motivation, capacity for reproduction
- knowledge of specific research findings, eg children prefer to imitate own sex behaviour (Perry and Bussey 1979); fathers appear to reinforce sex-typed behaviour more than mothers (Quiery 1998); girls are more likely to be chastised for aggressive behaviour than boys (Huston 1983); young children disapprove of gender-inconsistent play (Bussey and Bandura)

1992); influence of gender stereotyped portrayals of TV characters (Steinke 2008).

Possible discussion:

- use of evidence to support/contradict the influence of social learning on gender, eg evidence for cross-cultural differences in gender roles versus evidence for pancultural male and female gender stereotypes
- use of findings from media research into gender
- does not explain gender as a developmental process that occurs with age – tends to assume gender happens all at once
- can explain changes in gender roles over time – minority views are observed, imitated and eventually become mainstream
- differences in notion of identification between social learning theorists (SLT) and psychodynamic theorists – significance of same-sex parent is much greater in Freudian theory. SLT suggests influences can be much more varied
- comparison with other explanations, eg view that gender is largely innate.

Credit other relevant material.