

Social Learning Theory - Mark Scheme

Q1.

[AO1 = 1, AO2 = 1]

AO1

One mark for the reason suggested.

Likely reasons: copying is not perceived to be appropriate; lack of identification or similarity between model and other; presence of punishment or criticism for the behaviour; lack of 'attractiveness' of the model; lack of: attention to the behaviour or model / motivation to produce the behaviour / retention of the behaviour / competence to produce the behaviour.

AO2

One mark for a gender-related example of a behaviour that is not imitated that matches the reason given.

Possible answers: an example of presence of criticism would be the young girl does not copy her father washing the car because she has been told, 'that's a man's job.'

Q2.

(a) [AO3 = 3]

Up to three marks for relevant detail of what the psychologist(s) did, ie the methodology used, the sample used, the procedure involved in the study, the materials used, how the participants were allocated to conditions in the study, the measure used, what was done with the data, etc.

Accept any studies which involve social learning / socialisation / imitation of gender.

Likely studies: Fagot – parents treatment of boys and girls in the home; Dweck et al – teachers use of feedback in the classroom; Perry and Bussey – children's preferences for imitation of same-sex models; Masters et al – sex in / appropriate behaviour and imitation in children; Smith and Lloyd – Baby X; Urberg – Who is brave?; DeLoache – Three bears story; Mead Three Tribes study; Furnham and Farragher – TV advertisements, or the content analysis studies of Manstead and McCulloch.

Bandura must focus on the **gender development** aspects of the study, ie use of male and female models, for the third mark.

(b) [AO3 = 2]

One mark for brief explanation of a relevant issue.

One mark for how / why it is an issue in relation to the study chosen.

Likely issues: bias on the part of the researcher / issues with reliability / validity / cultural constraints / recording methods / issue of consent / integrity of the researcher / protection of participants, etc.

Credit plausible answers to (b) if answer to (a) not creditworthy as a SLT study of gender development.

Q3.**[AO3 = 3]**

One mark for identification of a relevant problem.

Up to two marks for relating the problem to the study.

Likely studies: Mead – Three tribes; La Fromboise; Buss etc.

Likely problems: validity; researcher bias; ethnocentrism; subjectivity on the part of the researcher, lack of inter-rater reliability etc.

Maximum of one mark if answer is totally generic and no study is identifiable.

Q4.**[AO1 = 1, AO2 = 1]****AO1**

One mark for a brief explanation of modelling in gender development.

Likely answers: modelling is a process whereby a child / individual imitates the (gender-related) behaviour of a chosen person – a role model.

AO2

One mark for application to the article.

The article suggests that the young girl models the behaviour of her mother by imitating 'putting on make-up'.

Alternative answer: [When people produce behaviours they are modelling them – providing an opportunity for others to learn how to do something.]

Modelling is when an adult exhibits (gender related) behaviour for a child to imitate / copy, (AO1). In the article, the mother is modelling 'putting on make-up' and the young girl imitates this behaviour by trying to do the same, (AO2).

Q5.**[AO1 = 6 AO2 = 4 AO3 = 6]**

Level	Marks	Description
4	13 – 16	Knowledge of influence of culture and media on the development of gender roles is accurate and generally well detailed. Discussion is thorough and effective. Application to the stem is appropriate and links between influence of culture and media and stem content are explained. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of influence of culture and media on the development of gender roles is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. Application to the stem is appropriate although links to influence of culture and media are not always explained. The answer is mostly clear and

		organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of influence of culture and media on the development of gender roles is present but is vague/inaccurate or one only is present. Focus is mainly on description. Any discussion is only partly effective. Application to the stem is partial. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of influence of culture and/or media on the development of gender roles is limited. Discussion is limited, poorly focused or absent. Application is limited or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Social learning theory and modelling – role of factors such as observation, imitation, identification, vicarious reinforcement
- Mediating cognitive variables – children more likely to imitate models who are attractive, similar, high status etc.
- Cultural representations of gender and reinforcement in various forms of media (TV, books, computer games etc)
- Role of direct reinforcement of gender stereotypical behaviours by parents, teachers, peers

Possible applications:

- Parental reinforcement ‘parents still tend to buy pink for girls’ ‘parents tend to buy more competitive or combat-type toys’
- Stereotypical media representations ‘.. adverts aimed at girls ‘pink and fluffy’ ‘good against evil adverts aimed at boys’
- Schools reinforce different activities ‘playground activities are different’
- Age as a mediating variable ‘more shared interests like music’

Possible discussion points:

- Use of evidence to support the influence of culture eg cross-cultural evidence of differences in gender roles in different societies supports the view that gender is socially determined; Serbin’s evidence of the effects of teachers on boys’ and girls’ behaviour
- Use of evidence to support the influence of media eg Wober’s study of ‘male’ and ‘female’ occupations
- Influence of media per se versus specific forms of media – not all representations are stereotyped – discussion of degree of stereotyping in different forms of media eg TV versus computer games versus books
- Age as a mediating variable
- Differences in effects for boys and girls
- Problems of inferring cause and effect and the issue of determinism
- Evaluation of evidence where used to discuss influence of culture and media
- Comparison with alternative explanations eg biological and evolutionary explanations

Credit other relevant information.

Q6.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO2 / AO3 = 16

There is a wealth of experimental studies on social influences on gender roles, including the role of parents and peers, and media influences, and this research evidence should be the main route to AO2 / AO3 credit. Additional commentary could include the interaction between biological and social factors, and cultural differences. Answers not based on research evidence can receive a maximum of **8 marks** for AO2 / AO3. Candidates may introduce alternative approaches and evidence, for instance on the role of biological factors. These can only earn marks if used as part of sustained and effective commentary.

Indicative issues / debates / approaches in the context of assessing the influence of social factors on gender role: behaviourism and social learning theory; nature-nurture; gender bias and differences; cultural bias and cultural differences; free will and determinism; observational studies; ethical issues in psychological research.

Further sources of AO2 / AO3 credit may include methodological evaluation of relevant research evidence; material relevant to How Science Works might include analysis and interpretation of data; the tentative nature of scientific findings; accurate communication of ideas; social and ethical implications of scientific ideas (eg social roles of men and women).

NOTE: Answers that interpret 'such factors' as factors other than social influences may earn marks across the scale.

AO2/3 Mark bands
16 – 13 marks Effective Commentary and evaluation demonstrate sound analysis, understanding and interpretation. The answer is well focused and shows coherent elaboration and/or a clear line of argument. Issues/debates/approaches are used effectively. Ideas are well structured and expressed clearly and fluently. Consistently effective use of psychological terminology. Appropriate use of grammar, punctuation and spelling.
12 – 9 marks Reasonable Commentary and evaluation demonstrate reasonable analysis and understanding. The answer is generally focused and shows reasonable elaboration and/or a line of

argument is evident. Issues/debates/approaches are used in a reasonably effective manner. Most ideas appropriately structured and expressed clearly. Appropriate use of psychological terminology. Minor errors of grammar, punctuation and spelling only occasionally compromise meaning.

8 – 5 marks Basic

Commentary and evaluation demonstrate basic, superficial understanding. The answer is sometimes focused and shows some evidence of elaboration. Superficial reference may be made to issues/debates/approaches Expression of ideas lacks clarity. Limited use of psychological terminology. Errors of grammar, punctuation and spelling are intrusive.

4 – 1 marks Rudimentary

Commentary and evaluation are rudimentary, demonstrating a very limited understanding. The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. If reference is made to issues/debates/approaches, it is muddled and inaccurate. Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. Errors of grammar, punctuation and spelling are frequent and intrusive.

0 marks

No creditworthy material is presented.