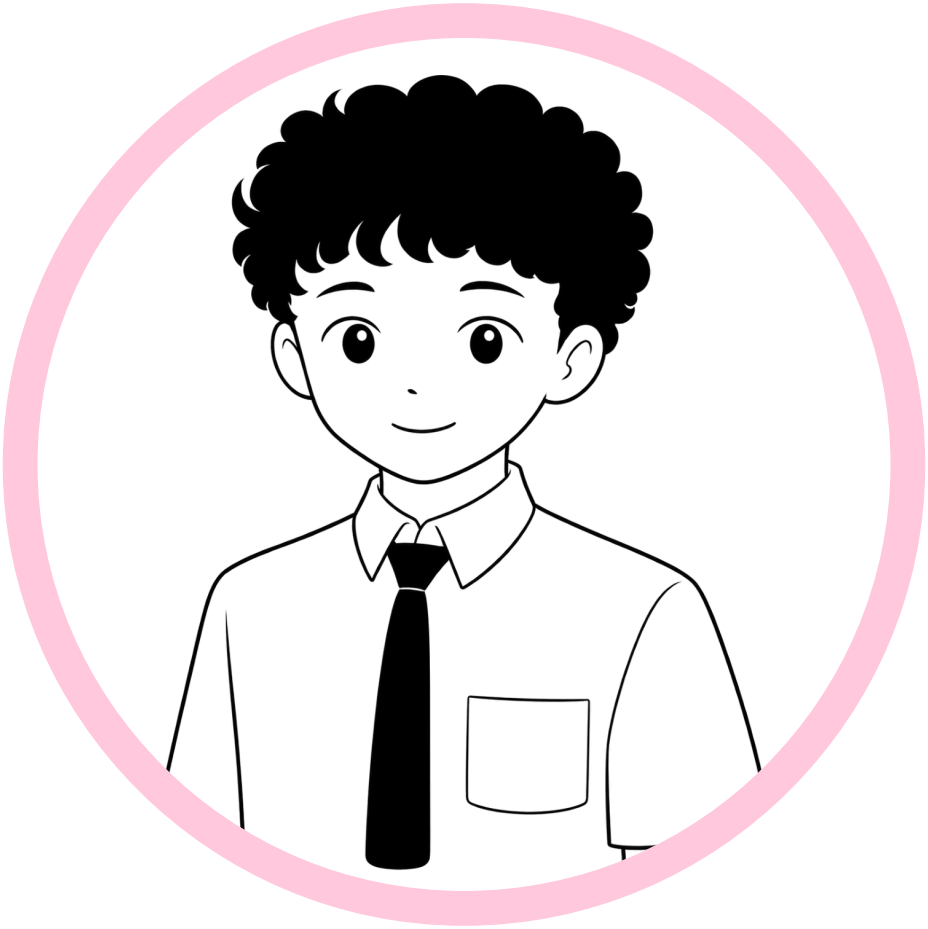
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.3 COGNITIVE EXPLANATIONS

SCORE	PERCENTAGE
/86	%

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Q1.

[AO1 = 2]

2 marks for a clear, coherent outline of the term with some elaboration.

1 mark for a limited or muddled outline.

Possible content:

- organised group of related concepts / cognitive structures / mental representation
- about each sex and sex appropriate behaviour.

Credit other relevant material e.g. directs child's behaviour such as preference for same-sex play.

No credit for answers without reference to gender.

[2]

Q2.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of Kohlberg's explanation of gender development is accurate and generally well detailed. Evaluation is thorough and effective. 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 Kohlberg's explanation of gender development is evident. There are occasional inaccuracies. Evaluation is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge of Kohlberg's explanation of gender development is present. Focus is mainly on description. Any evaluation is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge of Kohlberg's explanation of gender development is limited. Evaluation is limited, poorly focused 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:

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- cognitive theory – relates to child's understanding of gender
- stages of gender development: identity (awareness of own gender), stability (understanding of (own) gender as fixed over time), constancy (consistency) understanding that gender is unchanged despite changes in outward appearance (clothing, hair etc) or context
- approximate ages: identity (2–3 yrs), stability (4–6 yrs) constancy (7+ yrs)
- processes involved in transition through stages: maturation, socialisation, lessening egocentrism.

Possible evaluation points:

- sensible focus on cognition (thinking governs behaviour) compared to, eg behavioural explanations
- use of evidence to support stages (eg Slaby and Frey 1975; Damon 1977)
- cross-cultural findings confirm the three stages (eg Munro et al 1984)
- Kohlberg's underestimation of age at which gender identity occurs, eg children seek out same-sex playmates earlier than the proposed gender identity stage
- focus on description rather than explanation
- inability to explain why boys show stronger sex-typing than girls
- comparison with other explanations, eg gender schema theory.

Credit other relevant evaluation points.

Only credit evaluation of the methodology used in studies when made relevant to evaluation of the explanation.

Q3.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. 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 is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.

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	0	No relevant content.

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AO1

Credit description of the stages of Kohlberg's theory of gender development and of the underlying processes eg socialisation etc. Stages are: gender identity, gender stability, gender constancy (or consistency). Credit particular characteristics of stages and ages (e.g. 2 – 3 years old, 3 – 7 years old, 7 – 12 years old). Note that candidates often confuse gender stability (the idea that gender is permanent and unchangeable, that they were always male or female and will always be male or female), with gender constancy / consistency (the idea that even if girls wear jeans or cut their hair short, they still remain girls). Do not credit Kohlberg's theory of moral development but such answers should be read carefully for any relevant material.

AO3

Credit use of research evidence, either from Kohlberg himself or from other investigators eg interpretation of the classic Slaby & Frey study. In general Kohlberg's sequence of stages has been supported. However subsequent research (e.g. emerging from gender schema theory) has suggested that gender development (e.g. sex-role stereotyping) may begin earlier than Kohlberg suggests. Issues of cultural bias would be relevant. Other approaches, such as gender schema theory or the biological and psychodynamic perspectives, may earn credit if used as sustained and effective evaluation of Kohlberg. May credit methodological evaluation of relevant research evidence, as long as the implications for Kohlberg's theory are clear i.e. issues of informed consent and psychological damage are unlikely to be creditworthy.
Evaluative links to more general approaches are also relevant, as are references to gender and cultural issues.

Q4.

(a) **[AO3 = 1, AO2 = 3]**

AO3

One mark for a description of the results which might be embedded in the application of knowledge of gender schema theory below.

The recall of the activities of *watching TV* and *mowing the lawn* was almost perfect / extremely high, **but** recall for *ironing* was only 23 / 50 or just less than half.

AO2

Up to 3 marks for use of knowledge of gender schema theory to explain the results of the study.
Likely points:

- explaining what a gender schema is – mental representation about gender-related behaviours **OR** one mark for reference to formation of stereotypes – expectations about what certain genders do

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- relating results to the above – recall of information that fits the schema and stereotype
- reference to not fully processing or ‘forgetting’ the ironing behaviour which does not fit the schema or stereotype.

(b) **[AO3 = 1]**

One mark for a clear definition of opportunity sampling.
Likely answer: a sampling method in which people who are available to the researcher are used in the study.

Accept alternative wording, such as convenient. Do not accept just ‘willing participants.’

(c) **[AO3 = 3]**

Up to 3 marks for an explanation of why unstructured interviews would be appropriate in this study.

Full marks can be credited for one fully elaborated issue.

Credit the following likely points:

- an unstructured interview would allow the interviewer to respond to the answer given by a child with a specific follow-on question
- the interviewer may gain new insight / lines of enquiry not explored so far
- it would enable the researcher to explore further the reason(s) given by the child for his answer – depth and detail
- it may overcome interpretation / communication issues by allowing the child to be clear about what they are trying to say.

Credit other valid points.

Credit reference to increased validity if there is explanation of how this is achieved. Maximum of 2 marks if answer not specific to this study.

Q5.

[AO1 = 2]

Up to 2 marks for an outline of a difference between understanding of gender in the gender stability stage and that in the constancy stage.

In the stability stage, although the child understands his / her own gender remains fixed in spite of outward changes such as hair length / clothing, he / she believes that the gender of others might change if outward appearance changes – in the constancy stage they know that everyone’s gender is fixed in all situations.

Q6.

[AO2 = 3]

One mark for recognition that all the children have acquired gender identity / can label themselves (and others) as male or female accurately.

One mark for recognition that few have acquired gender constancy / understood that

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each person's gender is fixed across time and situations, despite superficial changes like clothing.

One mark for valid interpretation of the results in the table for both questions eg expressed as 'higher / fewer, more than.'
This mark might be embedded in the answers given above, ie the stage descriptions.

Q7.

[AO3 = 3]

One mark for identification of a methodological problem that could be relevant to asking young children questions.
Likely answers: children may not understand the questions being asked; children may have limited communication skills; subjectivity involved in categorising the responses; practical issue of gaining consent.
Can accept conferring.

One mark for an explanation of why / how this is a problem. Accept reliability / validity.

One mark for explanation of the impact of the problem identified on the results / investigation.

Possible answer: Children may have limited communication skills (1). This means that they may not be able to express their actual knowledge very clearly and / or the researcher may not be able to understand exactly what the child means (1). So the results of the study – the data obtained – may not reflect accurately the knowledge of the child – it is not measuring what it intends to measure so is not valid (1).

Q8.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. 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 is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation /

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		application is limited, poorly focused 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.

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AO1

Credit description of gender schema theory (Martin & Halverson). This is based on the development of gender identity (boy or girl) at about age 2-3, after which the child actively seeks out appropriate behaviours for their own gender and ignores information that does not 'fit' with their schema. Toys, for instance, become categorised as belonging to boys or girls. The development of gender schemas also leads to the formation of ingroups and outgroups. The origins of gender schemas would also be relevant. Although not completely detailed, there is evidence that parent's gender schemas play an important role.

AO3

Use of relevant research studies that would provide an effective route to credit. These generally focus on the early development of gender schemas (eg Campbell et al., 2004) or the influence of parents (eg Tenenbaum & Leaper, 2002). Other studies investigate ingroup and outgroup processes, or the rigidity of gender stereotypes. It is important for marks in the top band that implications of findings for gender schema theory are clear. Methodological evaluation of studies may only earn marks if implications for the theory / explanation are clear eg by explicit reference to a lack of ecological validity affecting the generalisability of findings and hence of the theory / explanation.

Comparison with alternative theories eg Kohlberg or biological approaches to gender is also relevant, as long as the focus remains on gender schema theory. General commentary might include the success of gender schema theory in explaining the rigidity of gender stereotypes, or the lack of detail in explaining the origins of schema.

Relevant evaluation points also include the nature-nurture debate – gender schema theory emphasises the importance of parents and peers in the formation and maintenance of schema, while the biological approach emphasises the genetic unchangeable nature of gender development. There is evidence for both sides of the argument, which is why the biosocial approach to gender development is increasingly popular. Candidates may also refer to gender differences and biases, cultural differences and biases, free will and determinism, and the ethics of research with children.

Q9.

(a) **[AO1 = 1, AO2 = 1]**

AO1

One mark for knowledge of gender stability. This knowledge may be

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embedded in the response as a whole.

Gender stability is the realisation / understanding that a person's (own) sex / gender remains the same / fixed (over time).

AO2

One mark for appropriate link between gender stability and William's comment.
Can only get the application mark if the AO1 mark has been awarded.

Likely answer: William's comment shows that he has not acquired gender stability as he thinks he could, in the future, be 'a mummy.'

(b) **[AO1 = 1, AO2 = 1]**

AO1

One mark for knowledge of gender constancy. This knowledge may be embedded in the response as a whole.

Gender constancy is the realisation / understanding that a person's sex / gender remains stable not only over time but in different situations and **despite superficial changes in appearance.**

AO2

One mark for appropriate link between gender constancy and Tilly's comment.
Can only get the application mark if the AO1 mark has been awarded.

Likely answer: Tilly's comment shows that she has not acquired gender constancy as she thinks her auntie could be a man as she now has short hair like a man.

Q10.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is thorough and effective. 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 is evident. There are occasional inaccuracies. Evidence is presented. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used

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		inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused 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.

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AO1

Candidates are likely to describe each of Kohlberg's three stages: Gender identity (2-3 years) – a child is able to label themselves as a boy or girl and label others as boys or girls. Gender stability (3-4 years) – a child understands that they will stay the same sex forever / fixed. Gender constancy (4½- 7 years) – a child understands that he or she does not change sex by changing appearance or being in different situations (applies to others too).

Candidates can receive some credit for the provision of examples / questions that may be asked to measure a child's understanding of their own gender development.

AO3

Candidates may focus on how there is support for Kohlberg's theory of gender development eg Damon's study; cross-cultural support eg Munroe. Candidates may criticise Kohlberg's theory as being more descriptive than explanatory. Kohlberg underestimated the age with which children can identify their own sex – there is evidence to suggest that gender identity occurs earlier than Kohlberg suggested. Alternatively, candidates may use other explanations of gender development as part of their evaluation. For example, the biological explanation states that gender is determined by genes, chromosomes, hormones – factors outside of the child's control.
Psychoanalytic psychologists would argue that Kohlberg does not consider the importance of the unconscious mind in the development of gender. Social learning theorists would criticise Kohlberg's assumption that the acquisition of a child's understanding of gender is passive in nature.

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Q1.

Many answers gained only 1 mark, either because they lacked clarity and coherence, or because they lacked any explicit cognitive element.

Q3.

This was a relatively popular and straightforward question. Most students were able to outline Kohlberg's stage theory of gender development, but to access the top band for AO1 there needed to be some account of underlying processes or concepts, eg maturation or universality. There was often variation in the age ranges of the different stages, but this reflects available textbooks and examiners were tolerant to minor variations. Answers varied in accuracy and detail, and in particular confusion over 'stability' and 'consistency / constancy' was common.

There are many relevant studies in this area and these provided the bulk of AO2 / 3 material for most students. The key to credit was the extent to which the implications of findings for Kohlberg's theory were understood and clearly presented; some impressive answers followed the outline of each stage with relevant experimental findings. Methodological evaluation of studies was often repetitive and not linked back to the theory in terms of, for example, the reliability and validity of findings; such evaluation received little credit.

Alternative approaches, especially gender schema theory, were sometimes used effectively to evaluate Kohlberg. Often, however, the student went on to evaluate gender schema theory at great length, losing focus on the question. At the top end, though, there were some very impressive answers.

IDA used effectively in this area included cultural relativity, nature-nurture and alternative approaches, such as evidence for biological factors in gender development. Too often, however, such IDA points were simply stated, with no elaboration and no indication of clear understanding of their significance.

Q4.

(a) The majority of students seemed to understand something about gender schema theory but found it difficult to apply this knowledge to the study described and the results obtained. Some could not provide an accurate outline of a gender schema, others forgot to explain the results obtained.

(b) Many answers did identify the key feature of this sampling method as one which uses people who are readily available.

(c) This question posed a number of difficulties for students who either did not read the question or who misunderstood features of the type of interview proposed. Some answers focused only on types of questions (open and closed questions), others stated that unstructured interviews only use open questions and this is appropriate because….

Q5.

Some students failed to notice the key word, 'difference' and tried to provide definitions of the two terms without making clear a difference. Many do not understand that in stability the understanding of gender is that gender is fixed for the child him / herself. In constancy,

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this understanding is applied to all others.

Q6.

This question posed a number of difficulties for students who either did not read the question or who misunderstood the data in the table. Some answers were just descriptions of varying accuracy of Kohlberg's theory. Others focused entirely on gender stability when neither question asked of the children in the study was relevant directly to this stage. Often the references to the data were inaccurate, with answers that just stated 'they' when discussing what the children did with no explicit use of **all** for Question 1 or **numbers** for Question.

Q7.

Some students failed to notice the key word 'methodological' and instead launched into ethical issues. The practical issues related to gaining parental consent would have been creditworthy, but usually the focus was on treating the children 'nicely.' There were a number of responses in which students seemed to think that an ethical problem would be asking about gender if the children had not decided what their sexual orientation was, as this could be distressing. Such answers showed a completed lack of understanding of the question and what researchers might have been trying to find out from young children about their gender development.

Q8.

A number of students were un-prepared for this question and so were unable to provide an accurate description or evaluation of gender schema theory. It emphasises the importance of covering the whole specification content of any particular topic for the examination. The better students were able to define and describe cognitive schemas in terms of their structure, development and function in gender-related behaviour. They were able to refer to in groups and out groups, and the influence of gender schemas on cognitive processes, such as perception and memory. Such answers could receive AO1 marks in the top band. Weaker answers had some ideas on what schemas were but lacked detail and accuracy.

Effective evaluation used the findings of studies to support or contradict the role of schemas in gender-related perception and memory. Comparison with Kohlberg's developmental stage theory and his concept of gender constancy was used effectively by some students. More often, however, there was confusion between Kohlberg and Gender Schema Theory (GST),and many answers failed to draw out the differences between them. Weaker students simply described Kohlberg's model and appeared unaware that it differed from the gender schema approach. The work of Bem was introduced in some answers, but again the link to gender schema theory was usually unclear. Similarly the biological model of gender development was sometimes used effectively to evaluate GST, but more often students became diverted into the more dramatic case studies of gender reassignment, and did not link material back to the question.

Q9.

(a) Fewer than half of the responses to this question gained full credit. Many students could not outline gender stability clearly. Often, for the second part of the question, answers did not focus on stability and how the comment made by William showed his lack of stability – he did not understand his own gender is fixed, but instead introduced the concept of gender identity.

(b) As seen in (a) above, the same proportions of students gained full credit and often

students did not gain the second mark as they did not explain Tilly's question with reference to constancy, but instead suggested she had achieved stability which was not evident from the information provided.

Q10.

Although a predictable question given the specification, answers to this question were often muddled. Students failed to distinguish between Kohlberg's theory and gender schema theory, often stating they were one theory. Some were distracted by the term 'cognitive' and gave a *cognitive approach* answer with no reference to gender development. Description of the stages and age ranges was often inaccurate and relevant evidence was sometimes poorly described. Evaluation of the theory was often weak. Students did not seem to know how the studies they had described could be used to demonstrate that what was proposed in the theory was supported or challenged. Comparisons with alternative theories were often superficial.

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