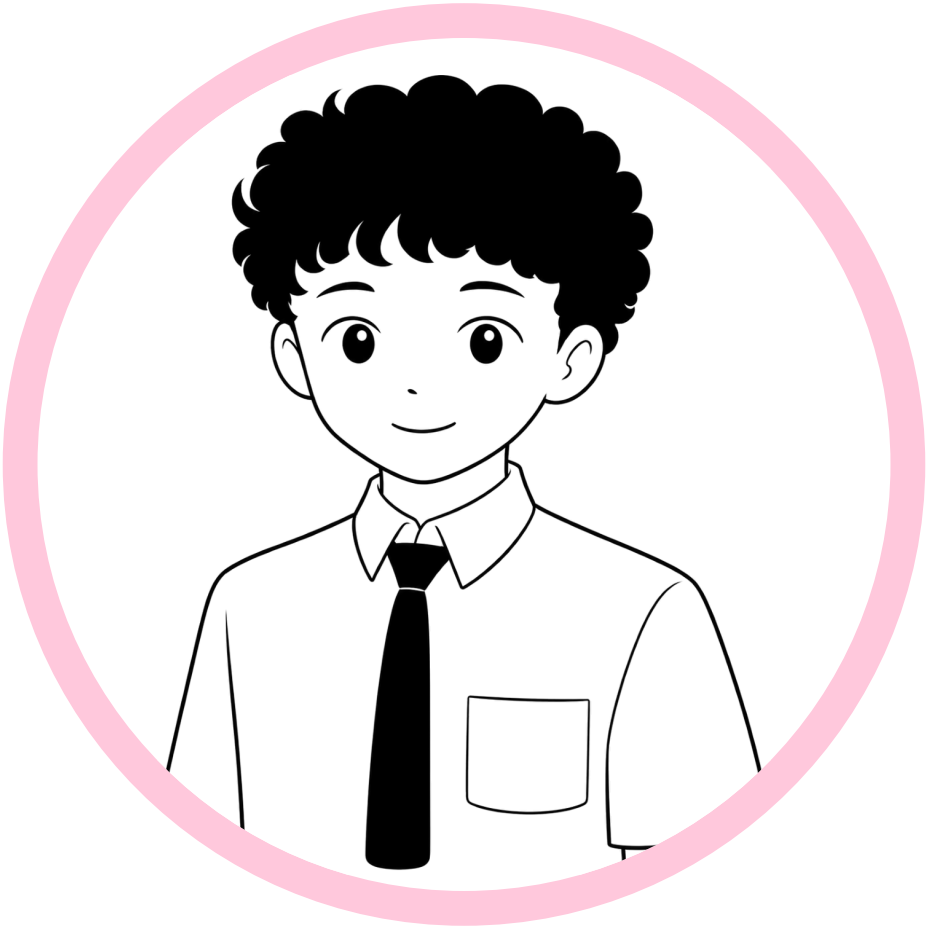
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.3 SOCIAL LEARNING THEORY

SCORE	PERCENTAGE
/94	%

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Q1.

[AO1 = 3 AO3 = 3]

Level	Mark	Description
3	5-6	Outline is clear, coherent and mostly accurate, with some detail. Strength is clearly explained. Specialist terminology is used effectively.
2	3-4	Outline is appropriate but has minor inaccuracy or lack of clarity. Strength is appropriate but lacks clarity. Specialist terminology is sometimes used appropriately OR one aspect at Level 3.
1	1-2	Outline is limited / very limited. Strength is muddled or absent. The answer lacks clarity and accuracy. Specialist terminology is either absent or inappropriately used. OR one aspect at Level 2.
	0	No relevant content.

Possible content:

- SLT explains gender development in terms of socialisation and experience
- involves observation and imitation of same-sex role model, e.g. parents, older siblings, TV characters
- identification with same-sex model is more likely if model is attractive, high status, similar etc
- vicarious reinforcement is important, e.g. child sees others rewarded for what is seen as sex-appropriate behaviour and therefore imitates
- mediational processes are involved, e.g. attention, retention etc
- knowledge of theory embedded in evidence.

Possible strengths:

- use of evidence to support social learning explanations for gender, e.g. evidence that young children do copy same-sex models
- SLT is consistent with findings that gender-related behaviours differ across cultures
- consistent with findings that suggest media influence in gender behaviour.

Credit other relevant material.

[6]

Q2.

[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

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		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.

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. One explanation at Level 4
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. One explanation at Level 3
	0	No relevant content.

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AO1

Marks for accurate description of the explanations of gender development provided

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by biological theory and social learning theory (SLT).

Biological: Students may focus on some of the following: how genetic factors cause gender-appropriate behaviour – gender and sex are interrelated; hormones, eg the influence of androgens and testosterone Dabbs et al (1995), Tricker et al (1996) or oestrogen and progesterone Van Goozen et al (1995), Hampson and Kimura (1988); atypical sex chromosomes, eg XXY – Klinefelter's syndrome; XO – Turner's syndrome – in terms of the effect these syndromes have on gender development. Students may choose to focus on non-human research, eg Gorski et al (1980) found male rats' sexually dimorphic nucleus (SDN) to be larger in anatomical structure compared to female rats' SDN which might account for differences in behaviour, or on case studies such as Imperato-McGinley et al (1978) or Money and Erhardt (1972), Diamond (1997).
SLT: the idea that gender behaviour is learned via observation in social contexts; the influence on gender development of cognitive processes – including some of the following, attention, retention and motivation, reproduction; modelling, Perry and Bussey (1979) and identification; imitation, Masters et al (1979) and reinforcement, Fagot (1978), Dweck et al (1978), Smith and Lloyd (1978) / Baby X studies.

AO3

Marks for discussion of the two explanations.
Students are required to refer to evidence in their response. This may be in support / conflict for either approach. For example, Money (1975) suggested that nurture was responsible for gender development thereby rejecting nature / biology. However, in a follow-up study Diamond (1997), Brenda had never felt happy as a girl and resumed her masculine identity (nature), thereby supporting biological explanations. Students may raise methodological issues associated with the extrapolation of findings from animal research to explain human gender development. They may reflect on the value of unusual case study evidence in a universal explanation of gender development; the issue of cause and effect in testosterone research and the possible impact of environmental factors on biological state. Similarly for SLT weaknesses in the evidence as well as strengths might be considered – the artificiality of laboratory-based research; weaknesses in the explanation of age-related changes or differences in gender behaviours, despite the same environment, and discussion of how these issues might be explained as due to cognitive factors mediating the responses / chosen behaviours.

Credit comparisons with other approaches only if the comparison makes clear the way in which the value of the biological or SLT approach is evident or how either approach is weakened by such comparison.
Credit reference to debates when it is made clear how these impact on strengths or limitations of each explanation.
Credit use of evidence.

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 = 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.’

Q6.

(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.

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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.

Q7.

Marks for this question: AO1 = 8

Level	Marks	Description
4	7 – 8	Description is accurate and generally well detailed. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion sometimes lacking.
3	5 – 6	Description is evident. There are occasional inaccuracies. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	3 – 4	Some description is present. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. One influence only at Level 4
1	1 – 2	Description is limited. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used. One influence only at Level 3
	0	No relevant content.

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AO1

Although 'research' includes theories and studies, candidates are likely to focus on some of the many studies investigating the importance of social influences on gender. These include the role of parents, peers, schools, and the media. Their significance for the development of gender identity is likely to be the focus, but cross-cultural studies of social influence on gender would also be relevant. Descriptions of studies should include some detail of eg methods / findings / conclusions.

Overall approaches that attempt to explain social influences on gender, such as the behavioural or social learning theories, would be an alternative route to credit.

Simple identification of social influence such as parents and peers may earn very limited credit.

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Note that this question requires description of more than one social influence.

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. One influence only at Level 4
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. One influence only at Level 3
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Students should refer to more than one social influence.

Relevant social influences would include: culture, media, references to relevant theory eg social learning theory and related concepts eg role models, imitation, modelling, identification, vicarious and direct reinforcement, factors affecting imitation eg status of model, similarity, attention, retention and motivation to perform.

AO3

Credit use of research studies that have investigated impact of social factors on gender roles. Use of findings from such studies are likely to provide the main source of credit. Additional commentary could include the interaction between biological and

social factors, and gender and / or cultural differences. 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 on the importance of social influences.

Relevant issues might include: more general approaches; nature-nurture; gender bias and differences; cultural bias and differences; free will / determinism; ethical issues.

Q9.

[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.

Q10.

AO1 = 4

Important influences on gender role include reinforcement from parents, family, and peers. Observational learning (social learning theory) and vicarious reinforcement are also significant factors, in particular the role of parents, media and schools. Candidates may outline the principles / approaches behind influences or gender roles, or detail relevant factors, or use studies to illustrate various factors. Material should be marked in the way most favourable to the candidate, bearing in mind the mark allocations for this question part.

4 marks Outline is accurate and coherent.
3 – 2 marks Outline is limited, generally accurate and reasonably coherent.
1 mark Outline is weak and muddled.
0 marks No creditworthy material.

Q11.

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.

Q1.

Most answers gained marks in Level 2. A common error here was to present a detailed outline of social learning theory with only brief reference to gender. In the worst cases, the answer was almost entirely devoid of gender content and therefore gained little, if any, credit. Mainstream answers consisted of a reasonable outline with some link to gender, and a briefly noted strength. To attain Level 3 marks the strength required explanation, and despite the question requiring only one strength, some students presented a list leaving the examiner to try to disentangle them and award credit for the best.

Q3.

The main answers to this question were disappointing. Students seemed to forget that the question was focused on gender development and did not select and shape their knowledge to the question requirements. There were many references to key terms but often these were not applied to the development of gender. Overall, there was a basic lack of appreciation of the fact that biological explanations do accept the impact of environment on the expression of genetic coding. It seems that students are locked into a simplistic understanding that there can be no overlap or complementarity of explanations and instead phrases such as, 'the X approach ignores / rejects the Y approach,' were often used in answers, when, in reality, this is just not the case.

Q4.

The majority of students seemed to understand modelling.

Q5.

Unfortunately, a number of responses suggested that children do not copy some actions because they have been *negatively reinforced.*

Q6.

(a) The difficulty in this question seemed to be a lack of understanding of what was required. The question asked for detail of **how** the study was carried out. Students noted that they had to focus on a study and then launched into a description of the elements of their chosen study, citing the aim, method, results and conclusion. This meant that much of the description provided was irrelevant. Students should be aware that they can demonstrate an understanding of how science works by providing detail of exactly what researchers did to collect data in an investigation.

(b) Some responses to this question were inappropriate as they did not present a methodological issue. In particular, some students attempted to suggest that a lack of temporal validity is a methodological issue when clearly a study can only be carried out when it is carried out. Thus, discussion of the relevance of the findings to a later time period is unlikely to be related to the methodology used by the researcher(s). Students are advised to consider carefully the relevance of possible issues to an identified study rather than just presenting any possible issue from their list of methodological or ethical issues.

Q7.

This question was done reasonably well. An encouraging number of students were able to

quote several research studies into social influences on gender; popular were parents, peers, school and teachers, and media, while a few answers outlined cross-cultural studies.
Descriptions of theoretical approaches, such as Kohlberg's cognitive approach and gender schema theory, were creditable but only if the role of social influences was emphasised.
Weaker answers presented anecdotal lists of influences with little psychological content, or narrative accounts derived largely from sociology. A significant number of students included evaluative material that was not required by this question and did not earn marks.

Q8.

This question required a consideration of the importance of social influences on gender, and a key discriminator was the extent to which students did this. A common error was to simply provide evidence for effects of social influences without explicitly addressing implications for how important or significant they were. Better answers carried this issue throughout the essay, constantly reviewing what findings might mean for the importance of social influences.

Additional sources of AO2 / 3 material included evidence for the contribution of other factors, such as genetics and biology, usually using some of the case studies of gender reassignment. These received credit as long as the emphasis remained on the overall significance of social influences. Similarly discussion of the biosocial model as a sensible integration of social and biological influences was often an effective conclusion.

The focus on social influences and the use of biological factors as evaluation also helped many students provide effective and sustained IDA in terms of the nature-nurture debate.

Q9.

This question required students to focus on a methodological problem of a study in which cultural variations in gender development were investigated. The first issue was that some of the studies chosen were not about cultural variation. The second was that some students lost focus and instead described the study rather than explaining the problem identified. Even when a methodological problem was given the explanations were often a jumble of psychological terminology such as – *researcher bias, subjectivity, lack of validity, not reliable,* that lacked coherence.

Q10.

This straightforward question was usually done well. Simply stating factors such as parents, peers and media did not access the top band, but limited elaboration of two or three factors was often sufficient.

Q11.

There were some excellent answers to this question, with detailed and relevant reference to studies on the influence of parents, teachers, peers and the media in the development of gender roles. Cross-cultural research was less popular but often an effective route to AO2 / AO3 marks. Findings in better answers were linked explicitly to the question.
Weaker answers tended to be less detailed ('research has shown that...'), verging on the anecdotal. This was another area where issues, debates and approaches were relatively accessible, and at the top end nature–nurture and gender biases were contextualised and used effectively.

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