5.4 Social Learning Theory: Imitation, Modelling and Bandura's Research: 30-minute Pack

AQA 7182 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Explain the mediational process 'retention' in Social Learning Theory and how it enables later imitation of a sequence of actions observed in a short TV clip.

(Total for Question 1 is 3 marks)

2 Explain the mediational process 'motor reproduction' in Social Learning Theory and why a learner's physical ability matters when imitating a model's skilled action.

(Total for Question 2 is 3 marks)

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3 Describe Bandura, Ross and Ross's Bobo doll research procedure and main findings on the imitation of aggression, naming the key conditions and the pattern of results.

(Total for Question 3 is 6 marks)

4 A seven year old, Yusuf, watches an action movie at home in which a charismatic adult character uses aggressive words and pushes other characters, and the character is applauded by on-screen peers. The next day Yusuf replicates some of the aggressive words while playing with friends at school, but does not use the pushing behaviour. Explain, using Social Learning Theory and its mediational processes, why Yusuf imitated some aggressive behaviour and not other elements of the model's actions.

(Total for Question 4 is 6 marks)

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Mark scheme · 5.4 Social Learning Theory: Imitation, Modelling and Bandura's Research: 30-minute Pack

Question 1

states retention involves storing a mental representation of the observed behaviour so it can be recalled later oe	**M1**
explains that retention can be improved by rehearsal or by the distinctiveness of the behaviour, helping later imitation oe	**A1**
gives an example, e.g. a child remembers the sequence of actions from a short TV clip and reproduces them at playtime oe	**A1**

Answer: Retention is storing a mental representation of the observed behaviour so it can be reproduced later; for example, a child remembers the sequence of moves from a short TV clip and later reproduces them at playtime.

Question 2

states motor reproduction is translating the mental representation into physical action oe	**M1**
explains that ability, practice and physical coordination affect whether the observer can reproduce the model's behaviour oe	**A1**
gives an example, e.g. a child may notice a complex skateboard trick but be unable to reproduce it until they develop the necessary skills oe	**A1**

Answer: Motor reproduction is translating the stored representation into real actions; physical ability and practice affect whether the observer can reproduce the model's skilled behaviour, for example a child may not yet have the coordination to copy a complex skateboard trick.

Question 3

outlines the basic procedure: children observed an adult model behaving aggressively towards an inflatable Bobo doll, or a non-aggressive model, or no model (control) oe	**M1**
notes that models were real adults and the children were later allowed to play with the Bobo doll in a separate room where imitation could be observed oe	**M1**
reports the main finding that children who observed aggressive models imitated aggressive actions and language more than those who observed non-aggressive or no model oe	**A1**
mentions that children were more likely to imitate same-sex models and that male models tended to elicit more physical aggression in boys oe	**A1**
notes the conclusion that observing aggression can lead to imitated aggressive behaviour, supporting observational learning and modelling oe	**A1**
adds that the study highlighted the role of vicarious reinforcement and attention in encouraging imitation, as part of SLT's mediational processes oe	**A1**

Answer: Children who observed an adult model behaving aggressively towards a Bobo doll later imitated aggressive actions and words more often than children who observed a non-aggressive model or no model. Same-sex models were imitated more, and boys tended to imitate physical aggression from male models more than girls. The findings supported observational learning, modelling and the mediational role of attention and vicarious reinforcement.

Question 4

identifies attention: Yusuf may have attended to the charismatic adult and the verbal aggression because the model was distinctive and rewarded by peers oe	**M1**
explains that vicarious reinforcement made the verbal aggression more likely to be imitated because Yusuf saw the model being applauded, increasing expected rewards oe	**A1**
identifies retention: Yusuf encoded the aggressive words which are easier to remember than a sequence of physical actions oe	**M1**
explains that verbal phrases are discrete units that are easier to rehearse and recall, supporting later reproduction oe	**A1**
identifies motor reproduction: Yusuf may lack opportunity or confidence to perform pushing at school, or physical constraints, so did not reproduce it oe	**M1**
links motivation: Yusuf may have been motivated to use the words because they gained attention at home and seemed rewarded, whereas pushing risked sanctions at school so motivation to perform it was lower oe	**A1**

Answer: Yusuf likely attended to the charismatic, rewarded model and encoded the verbal aggression; vicarious reinforcement increased his expectation of reward for copying words. Verbal phrases are easier to retain and rehearse than physical sequences, and Yusuf may lack the motor ability, opportunity or motivation to push others at school because of potential sanctions. Thus attention, retention, motor reproduction and motivation together explain imitation of words but not of pushing.

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