10.2 Cognitive, Psychodynamic and Social Explanations of Gender Development: 30-minute Pack

AQA 7182 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Discuss cognitive, psychodynamic and social explanations of gender development.

(Total for Question 1 is 16 marks)

2 Outline Martin and Halverson's gender schema theory and explain the roles of in-group and out-group schemas in shaping a preschool child's toy preferences.

(Total for Question 2 is 3 marks)

© Revision Library | revisionlibrary.co.uk

3 Explain how social learning theory accounts for gender development, with specific reference to modelling, differential reinforcement and direct tuition in a family context.

(Total for Question 3 is 4 marks)

4 Outline Freud's psychodynamic explanation of gender development, naming the Oedipus and Electra complexes and the role of identification. Refer to the Little Hans case study as an illustration of his method rather than as general support.

(Total for Question 4 is 2 marks)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 10.2 Cognitive, Psychodynamic and Social Explanations of Gender Development: 30-minute Pack

Question 1

Level 4 Knowledge of cognitive, psychodynamic and social explanations is accurate, detailed and integrated. Discussion evaluates strengths and limitations thoroughly, using relevant empirical evidence and methodological critique, including consideration of cross-cultural and developmental sequencing evidence. The answer is well organised and applies material to reach reasoned, balanced conclusions.	**13-16**
Level 3 Knowledge is generally accurate with some detail. Discussion contains evaluation and use of evidence, though some points may be less developed. There is some integration across explanations and a reasonable conclusion, with mostly clear organisation.	**9-12**
Level 2 Knowledge is present but limited. Evaluation is partial or descriptive, with limited use of supporting evidence. Comparison between explanations may be brief or superficial. Answer may lack sustained focus or depth.	**5-8**
Level 1 Knowledge is minimal and largely inaccurate or disjointed. Very limited evaluation and little or no use of evidence. Answer is poorly organised with few relevant points.	**1-4**
Level 0 No creditable content.	**0**

Indicative content:

- AO1: Kohlberg's cognitive-developmental theory: stages of gender identity, gender stability and gender constancy; sequence and claim that constancy is needed before seeking same-sex models.
- AO1: Gender schema theory (Martin and Halverson): schemas formed around gender guide attention and memory; in-group and out-group processing leads to early gender-typical behaviour.
- AO1: Freud's psychodynamic account: Oedipus and Electra complexes during the phallic stage, identification with same-sex parent leads to gendered behaviour; Little Hans as a case-study illustration of Freud's method.
- AO1: Social learning theory: modelling of same-sex role models, differential reinforcement, direct tuition, and influence of media and culture on gendered behaviour.
- AO3: Strength of Kohlberg: links cognitive development to changing behaviour; supported by some age-related patterns in toy choice, but limitation is evidence of early gender-typing before constancy, undermining the necessity of constancy.
- AO3: Gender schema theory strength: explains early gender-typed behaviour and the cognitive mechanisms that operate before full constancy; limitation is that it may underplay the role of social reinforcement and modelling, and experimental evidence can be mixed.
- AO3: Psychodynamic strength: historical influence and emphasis on family dynamics; limitations are lack of empirical support, reliance on retrospective and subjective interpretations, single-case evidence like Little Hans which is not generalisable and is open to researcher bias.
- AO3: SLT strengths: clear mechanisms supported by observational evidence that children imitate same-sex models and respond to reinforcement; limitations include cross-cultural variability which suggests SLT is incomplete, and difficulty isolating modelling from reinforcement in natural settings.
- AO3: Methodological issues: case studies versus experimental and cross-cultural studies, problems of operationalising gender constructs, and ethical limits on experimental tests of psychodynamic claims.
- AO3: Integration and conclusion: possible synthesis where cognitive schemas interact with social learning processes, with psychodynamic ideas historically important but lacking modern empirical support; consider which explanations best account for early emergence, cross-cultural variation and individual differences.

© Revision Library | revisionlibrary.co.uk

Question 2

outlines gender schema theory: children form mental schemas for gender that guide processing of information about themselves and others oe	**M1**
states in-group schema: information about one's own gender is attended to and remembered more, guiding behaviour towards same-sex activities oe	**M1**
explains out-group schema reduces attention to information about the other gender, so children may dismiss or forget counterstereotypical behaviour, reinforcing toy preferences oe	**A1**

Answer: Gender schema theory says children form mental frameworks for male and female behaviour. An in-group schema leads children to notice and remember information about their own gender and to prefer same-sex activities and toys. An out-group schema reduces attention to the other sex, so counterstereotypical examples are overlooked and existing toy preferences are reinforced.

Question 3

states that social learning theory emphasises imitation of role models, reinforcement and direct tuition oe	**M1**
explains modelling: children imitate same-sex models, such as a father or mother, because they identify with them oe	**M1**
explains differential reinforcement: parents praise or reward gender-typical behaviour and discourage atypical behaviour, so gendered actions increase oe	**A1**
explains direct tuition: parents or carers explicitly teach gender-appropriate behaviour, eg telling a boy that certain toys are for boys, which shapes gendered preferences oe	**A1**

Answer: Social learning theory explains gender development via imitation of same-sex role models, differential reinforcement where parents reward gender-typical behaviour and discourage atypical behaviour, and direct tuition when adults explicitly teach children what is appropriate for their sex. These processes in the family encourage children to adopt gender-typical behaviours and preferences.

Question 4

states that Freud proposed children pass through psychosexual stages and that gender develops via the Oedipus (boys) and Electra (girls) complexes during the phallic stage oe	**B1**
states that identification with the same-sex parent resolves the conflict and leads the child to internalise that parent's gendered behaviour oe	**B1**

Answer: Freud argued gender develops during the phallic stage through the Oedipus complex in boys and the Electra complex in girls; the child resolves the conflict by identifying with the same-sex parent and internalising their gendered behaviour. The Little Hans case illustrated Freud's case-study method rather than providing generalisable evidence.

© Revision Library | revisionlibrary.co.uk