10.2 Cognitive, Psychodynamic and Social Explanations of Gender Development: Test Pack

AQA 7182 · about 20 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Define gender identity.

(Total for Question 1 is 2 marks)

2 Compare briefly how Kohlberg's theory and gender schema theory explain why children prefer same-sex models and toys. Give three distinct points of comparison.

(Total for Question 2 is 6 marks)

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3 Outline one key feature of the gender constancy stage in Kohlberg's theory, using the context of a child playing with gendered toys.

(Total for Question 3 is 2 marks)

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4 Briefly outline the Little Hans case study and identify one methodological limitation of using this case as evidence for Freud's theory of gender development.

(Total for Question 4 is 4 marks)

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Mark scheme · 10.2 Cognitive, Psychodynamic and Social Explanations of Gender Development: Test Pack

Question 1

states that gender identity is a person's sense or awareness of being male or female oe	**B1**
may include noting that it develops in early childhood, typically by about age 2 to 3 oe	**B1**

Answer: Gender identity is a child's awareness or sense of being male or female, which typically begins to develop in early childhood (around 2 to 3 years).

Question 2

point 1: Kohlberg says preference arises after cognitive achievement of gender constancy; children seek same-sex models once they understand gender is stable oe	**M1**
explains Kohlberg implication: timing matters, preferences appear later after constancy, typically around age 6 oe	**A1**
point 2: gender schema theory says preferences arise earlier because schemas form as soon as a child acquires basic gender identity and guide attention and memory oe	**M1**
explains GST implication: children may show same-sex preferences in the preschool years as they attend to in-group information and ignore out-group examples oe	**A1**
point 3: Kohlberg emphasises cognitive stage sequencing, GST emphasises information-processing and selective attention as mechanisms oe	**M1**
applies to toy choice: Kohlberg predicts a shift after constancy, GST predicts earlier selective encoding of schema-consistent toys leading to early preferences oe	**A1**

Answer: Kohlberg argues same-sex preferences arise after children reach gender constancy and deliberately seek same-sex models, so preferences appear later. Gender schema theory argues schemas form earlier and cause children to attend to in-group behaviour and ignore out-group behaviour, producing earlier toy and model preferences. Kohlberg emphasises stage-based cognitive development, GST emphasises information-processing and selective attention.

Question 3

states that at gender constancy the child recognises gender remains the same regardless of superficial changes, such as clothing or activities oe	**B1**
applies it to toys: a child understands that playing with toys associated with the other sex does not change their gender oe	**B1**

Answer: At gender constancy the child recognises gender is stable across changes in appearance or activity; for example, they know that playing with toys usually linked to the other sex does not make them a different gender.

Question 4

outlines Little Hans: Freud analysed a young boy's fear of horses and interpreted it in terms of unconscious conflicts related to the Oedipus complex, based on detailed reports from the boy's father oe	**M1**
notes that Freud used detailed qualitative data and interpreted it psychoanalytically oe	**A1**
identifies a methodological limitation: single case study, not generalisable to other children oe	**M1**
explains why this matters: evidence from one idiosyncratic case cannot establish that the Oedipus complex is a general mechanism of gender development oe	**A1**

Answer: Little Hans was a single detailed case where Freud interpreted a boys fear of horses as symbolic of unconscious Oedipal conflict, using reports from the father. A key limitation is that it is a single case study, so findings are not generalisable and cannot reliably support Freud's theory as a universal explanation of gender development.

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