**Plan the following essay. Ensure your Evaluation is P E S structured and clearly planned**

Discuss biological **and** social learning explanations of gender development. Refer to **evidence** in your answer. **(Total 16 marks)**

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| **Outline (Ao1)** | | | |
| **Biological Explanations** | | **Social Learning Explanations** | |
| **Evaluation (A03)** | | | |
| **Point 1- Supporting Evidence** |  | |  |

**­­­­Evaluating explanations of gender development: The Evidence**

Complete the grid. You must do this without your pack. Interpret the research findings to establish which theory it supports/challenges

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| **Explanation >** |  |  |  | ***Cog: Kohlberg’s theory*** |  |
| **Evidence** | **Martin & Halverson (1983)** found that children under the age of six were more likely to remember photographs of gender-consistent behaviour than photographs of gender-inconsistent behaviour when tested a week later. Children tend to change the sex of the person carrying out the gender-inconsistent activity when asked to recall them. | **Friedman (1952)** found that when a story began with a child doing something nice with their opposite-sex parent and then being joined by the same-sex parent, children produced a sadder end to the story than when a story began with a child doing something nice with their same-sex parent and then being joined by the opposite-sex parent. | **Fagot & Leinbach (1995)** found that four-year-olds displayed more gender role stereotyping and used gender labels earlier in ‘traditional’ families where the dad worked and mum cared for the children at home than in ‘alternative’ families where parents shared childcare. | **Slaby & Frey (1975)** gave questions to 2-5 year old children to assess their level of gender constancy and then several weeks later showed them a film of a man and woman performing gender stereotypical activities. Children with high levels of gender constancy paid more attention to the same-sex models than children with low levels of gender constancy. | **Martin and Little (1990)** found that children under the age of four, who showed no signs of gender stability or constancy, nevertheless demonstrated strongly sex-typed behaviours and attitudes. |
| **Support /challenge?** |  |  |  | Support |  |
| **How? Why?** |  |  |  | This suggests that high gender constancy leads to children watching their own gender to acquire information about gender appropriate behaviour, supporting Kohlberg’s theory that children who reach gender constancy seek to behave in a gender appropriate way |  |