

2.1 Social learning without stereotypes: supported rehearsal

Name: _____ Class: _____ Date: _____

Total: 6 marks

Objective

Supported preparation: Explain social influences without stereotyping; Apply an approach to an approved option using evaluated studies. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

A social-learning account identifies a model, observed action and consequences, then predicts learning or imitation under stated conditions. National or group identity is not a complete mechanism. Applying an approach to an option requires the school’s selected option and evaluated studies.

Original source / task evidence

Task: after observing a peer praised for a strategy, some pupils try it. Evaluate the explanation and a limit.

Separate what is stated from the interpretation.
Social learning without stereotypes

Task: after observing a peer praised for a strategy, some pupils try it. Evaluate the explanation and a limit.

Observed modelling and praise make vicarious learning plausible. Prior preference, direct instruction or shared incentives could also matter. Compare opportunities and repeated behaviour rather than treating the whole group as identical.

2 Practice

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

3 Exam-style questions

3.1 Design a comparison separating observation of strategy from observation of praise. Give a reasoned answer, evidence or method, and a relevant qualification. [3]

Solutions

2.1 Observed modelling and praise make vicarious learning plausible. Prior preference, direct instruction or shared incentives could also matter. Compare opportunities and repeated behaviour rather than treating the whole group as identical. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 Compare ethically approved conditions showing the same strategy with and without observed praise, keeping other exposure and instructions comparable and allocating appropriately. Measure subsequent strategy use. Prior preference and demand effects remain relevant; do not invent results. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.