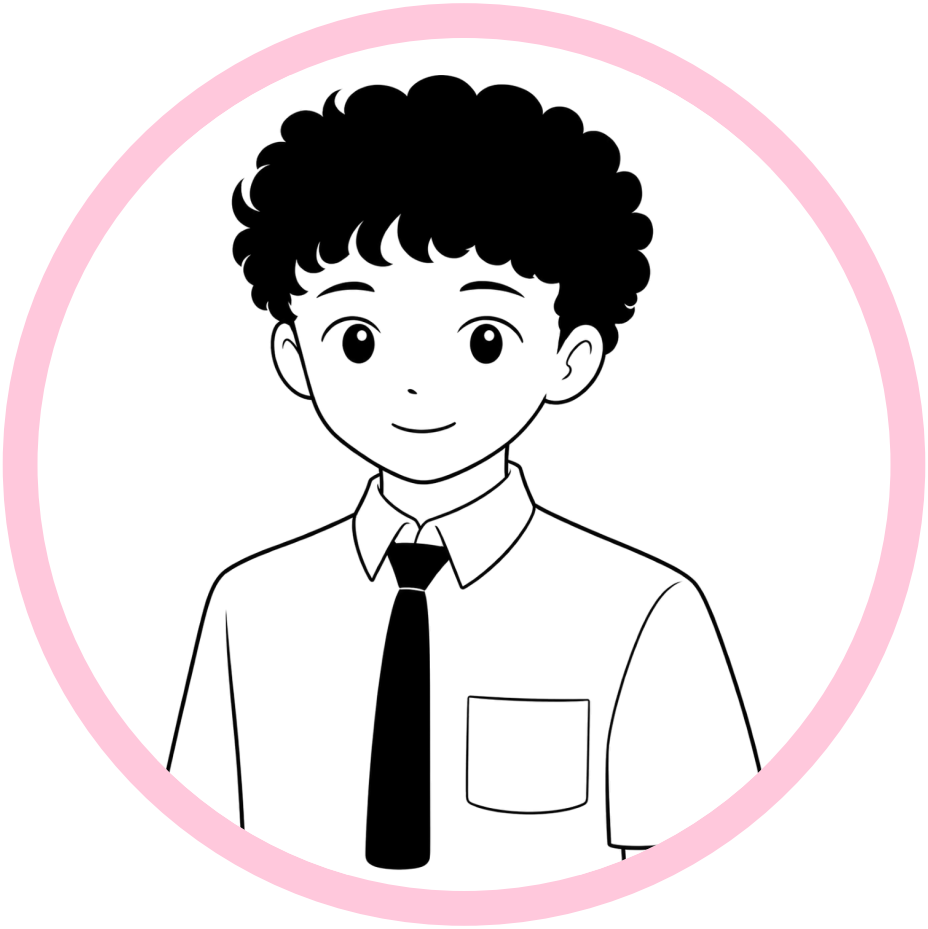
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.1 GENDER AND CULTURE

SCORE	PERCENTAGE
/14	%

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Q1.

[AO1 = 4]

1 mark for each correct match

A Cultural relativism

D Ethnocentrism

C Holism

B Universality

Can allow credit for letters without concepts, as long as the letters are in the right order. If any letter is used more than once, no credit for that letter.

[4]

Q2.

(a) **[AO2 = 2]**

2 marks for a clear and coherent explanation that includes some link to the content of the headline.

1 mark for a limited or muddled explanation

Content:
- The sample was all male, but the newspaper refers to 'Everyone...' suggesting that the effect would be the same for both males and females
- possible differences between genders are being ignored/minimised.

(b) **[AO3 = 1]**

1 mark for a clear, relevant suggestion.

Possible suggestions:
- including participants of both sexes in their research
- making it clear in reporting that any conclusion relates only to the gender of the sample.

Credit can be given for answers focused on the example in the stem.

Answers proposing female only research are not creditworthy.

(c) **[AO3 = 3]**

2 marks for a clear and coherent explanation of a problem, including how it would affect the results.

1 mark for a limited or muddled explanation of a problem, eg answers referring to lack of 'accuracy'.

Problems include:

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- self-reported estimates may lack reliability and/or validity
- explanations of reliability/validity in this context, eg unlikely to get same estimate on more than one occasion; people may forget to record on the day; unlikely to be a true record – people may over/underestimate for various reasons, eg poor recall, want to appear more sporty etc.

Plus

1 mark for a suitable more objective alternative, eg using a pedometer to accurately record the precise number of miles walked in the week.

Credit other alternatives that should result in more accurate measurement.

Q3.

[AO3 = 4]

In each case:

2 marks for a brief, clear and coherent outline of the problem.

- In the case of alpha bias there is a misrepresentation of behaviour researchers / theorists overestimate / exaggerate gender differences
- In the case of beta bias there is a misrepresentation of behaviour because researchers / theorists underestimate / minimise gender differences

1 mark for a problem partially outlined or merely stated.

Credit other valid problems.

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Q1.

This question appeared to discriminate quite well. Most students could recognise holism, whilst the least well recognised was universality.

Q2.

(a) This was generally well answered, although students sometimes forgot to make reference to the headline and simply provided a definition of beta bias. Occasionally, the response focused on the issue of age rather than gender.

(b) Where students understood the concept of beta bias this was well answered. The most common suggestion was to include women in the sample, but the equally creditworthy suggestion of ensuring that the results of the male only study were generalised only to males was also seen occasionally. Responses suggesting female only research did not gain credit, although a lenient view was taken here if the response implied that findings from a female only sample would be considered alongside the existing male only sample.

(c) This question was generally well answered. Most students could suggest a valid problem and included some explanation of how it might have affected the outcome of the study. Less successful responses cited concepts such as social desirability or demand characteristics without offering any explanation of how these factors might operate in this situation. Suggestions for alternative ways of measuring the distance usually focused on some sort of technological device, for example steppers, GPS trackers, phone apps and fit-bits. Occasionally, students forgot to offer any alternative or offered an impractical suggestion, such as covert observation. Some students appeared to have completely misapprehended the question and offered bizarre solutions, for example measuring the height and tread of the stairs and converting this into miles.

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