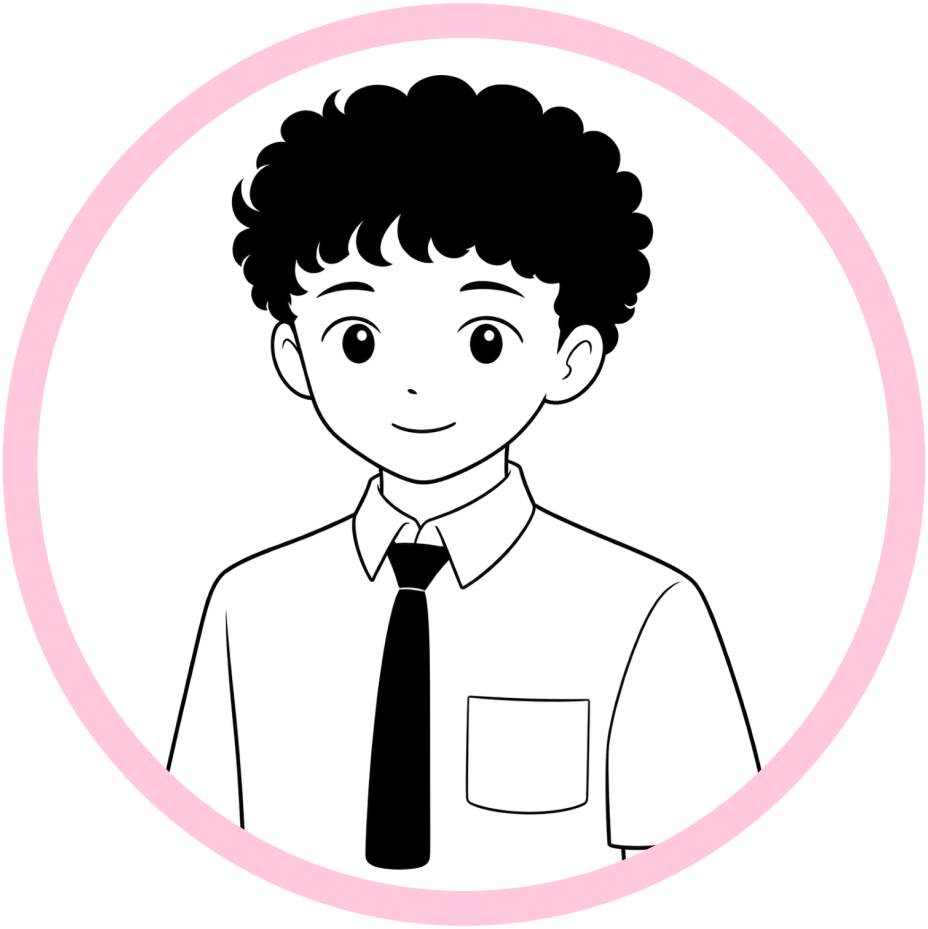
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.3 SEX AND GENDER

SCORE	PERCENTAGE
/21	%

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Q1.

(a) **[AO2 = 4]**

1 mark for **each** of the following:

- identify <u>strata / sub-groups</u> in their population, e.g. the four different schools
- calculate the required <u>proportion</u> from each stratum based on the proportion in the population
- select sample at <u>random</u> from each school / stratum / sub-group
- use a <u>random selection method,</u> e.g. assign each student a number then use a computer, calculator or random number table to select specified number of numbers between 0 and X (or hat method).

Credit answers based on other strata / sub-groups, e.g. male and female etc. 3rd and 4th bullet point can only be credited if preceded by strata and proportionality.

4

(b) **[AO3 = 4]**

For **each** suggestion, award marks as follows:

2 marks for a detailed, coherent, relevant suggestion

1 mark for a brief or muddled, relevant suggestion

0 marks for just naming an ethical issue

Possible content:

- confidentiality: advise students that their data is to be kept confidential so their individual responses will not be identifiable and will not be accessible to anyone other than the researchers / their agents
- withdrawal of data: ensure students are told they have the right to withdraw their data after the event even if they consented to the survey and were aware of the aim at the start
- protection from harm: ensure that no one has been upset or offended by questions on the survey, e.g. if they were felt to be intrusive or offensive, or upset by feelings aroused during the survey. If so, then discuss that these feelings are normal etc
- debrief: explain the full purpose / aim of the survey, check again that they are willing to allow their data to be used.

Answers may be verbatim or as above.

Can gain full credit without naming the issue.

Credit other relevant suggestions consistent with BPS guidelines.

4

(c) **[AO1 = 3 AO2 = 2 AO3 = 3]**

Level	Mark	Description
4	7-8	Knowledge of Bem's research into androgyny is

		accurate with some detail. Application is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Knowledge of Bem's research into androgyny is evident but there are occasional inaccuracies / omissions. Application and / or discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Limited knowledge of Bem's research into androgyny is present. Focus is mainly on description. Any application / discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Knowledge of Bem's research into androgyny is very limited. Discussion / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Bem devised the Sex Role Inventory as a measure of androgyny
- BSRI consists of 60 characteristics or traits on which respondents rate themselves on a 7-point scale
- scores translate to two dimensions – masculinity-femininity, androgynous-unclassified
- Bem suggested people who are highly androgynous are more psychologically healthy / have greater mental wellbeing than people who are strongly masculine, strongly feminine or undifferentiated
- description of relevant evidence.

Possible application:

According to Bem, students who get a higher androgyny score on the scale should report:

- more positive feelings about themselves and higher self-worth / self-esteem
- relationships with others as more positive / satisfactory.

Credit the same ideas expressed in the opposite way, i.e. students who score lower on the androgyny scale.

Possible discussion points:

- origins and validity of the BSRI – scientifically established relevant traits using a large sample and has test-retest reliability

- BRSI score is an oversimplification – other aspects of life need consideration, e.g. work role, abilities, etc
- being androgynous is not necessarily always positive – a person high in androgyny might possess negative traits, e.g. be excessively competitive
- modification to Bem's original – the addition of undifferentiated type
- social changes, e.g. in typically male and female roles may mean that the BRSI is out-dated
- use of evidence to support / refute BEM's theory about psychological health, e.g. other studies show that a high masculinity score is more healthy
- practical applications e.g. awareness of gender stereotyping.

Credit other relevant material.

8

[16]

Q2.

[AO1 = 1]

1 mark for a correct definition: possessing a balanced combination / mixture of masculine and feminine traits.

Or possessing high levels of both masculine and feminine traits.

Q3.

[AO2 = 4]

Level	Marks	Description
2	3 – 4	Knowledge of the effect of having a high level of androgyny on Patrick's workplace behaviour is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1 – 2	Some knowledge of the effect having a high level of androgyny on Patrick's workplace behaviour is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible applications:

- Patrick will enjoy a laugh and a joke with the other men in the workplace and will also join in with more sensitive/intimate discussions
- Patrick will be firm/authoritative with people in his team and also be sensitive/empathic when someone is unwell or stressed
- Patrick will engage in the heavy work like lifting sacks of flour and will also enjoy the more delicate tasks such as cake decorating and intricate pastry work

Credit other relevant application.

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Q1.

In part (a) marks were awarded independently so many answers gained a mark for identification of strata. Whilst the stem was meant to cue the students in to ‘the 4 schools’ as strata, some students invented possible strata of their own, for example male / female or A Level subjects studied. Thereafter, marks were less easily gained because further credit was dependent on whether or not students could explain the need for proportionality in the sample. References to proportionality were not always explicit; other terms could receive credit, for example, many students used the word ‘ratio’ which was accepted. It was also acceptable and quite commonly the case that the idea was explained through the use of a concrete example, or via a mathematical formula. Having achieved marks for strata and proportionality, it was then possible to be credited for the random selection from each stratum. Relatively few answers did attain full marks.

Part (b) tended to yield high marks, with confidentiality, withdrawal of data, enquiries about possible harm and explanation of the aim as the basis of most answers. Verbatim responses tended to gain the higher marks, usually because they included fairly elaborate explanation as would typically occur when dealing with real participants. Some answers strayed into reasons why certain points would be important, which was not really answering the question. Despite taking a fairly eclectic approach to what might be construed as ‘ethical’, examiners occasionally noted points of general small talk that were not deemed creditworthy, such as ‘Have you travelled far?’

In (c), marks were largely dependent on the ability to organise material and address the three skills in limited time. Despite the diverse requirements, answers tended to be high scoring with many accurate and through accounts of Bem’s work, including the BSRI and more general theory. Whilst most students offered some valid application, it was surprisingly rare to see effective links to self-esteem. Discussions varied both in terms of content and quality, with many of the better answers commenting on relevance in relation to social changes since Bem’s original work.

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