# Scheme of work: Gender

Introduction

This scheme of work is for the second year of the A-level Psychology specification.

* It has been created on the basis that students choose Gender as their optional topic from 7182/3 Option 3.
* It is based on the autumn term, teaching for six weeks.
* The number of teaching hours per week is four and a half.

This is a sample scheme of work and is only one suggestion for how the delivery of the A-level Psychology specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your organisation’s delivery model and the particular needs of your learners.

Please remember that assessment is always based on the content of the [specification](https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

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## Gender 4.3.3

Teach after: Approaches 4.2.1, Biopsychology 4.2.2, Research methods 4.2.3, Issues and debates 4.3.1.

**Week 8**

* Gender – key concepts: sex, gender, gender identity, gender role, sex-role stereotypes, androgyny.
* Basic introduction to prenatal sex development.
* The role of chromosomes and hormones in sex and gender.
* The endocrine system, testosterone, oestrogen, oxytocin.
* Atypical sex chromosome patterns: diagnosis and causes of Klinefelter’s syndrome and Turner’s syndrome.

**Skills development**

* Explaining key concepts.
* Describe biological mechanisms using appropriate terminology.
* Group work skills.
* Presentation skills.

**Learning outcomes**

Develop an understanding of key concepts in gender development and the role of chromosomes and hormones in sex and gender.

Students should be able to:

* distinguish between sex and gender
* explain and use key concepts/ terms appropriately in relation to gender – sex, gender, gender identity, gender role, sex-role stereotypes, androgyny
* distinguish between typical and atypical chromosome patterns
* explain the role of chromosomes, and the hormones testosterone, oestrogen and oxytocin in sex and gender
* describe and evaluate research into the role of chromosomes and hormones on sex and gender
* describe clinical characteristics, diagnosis and causes of Klinefelter’s and Turners Syndrome
* discuss social sensitivity, ethics and the implications of biological explanations for gender.

**Suggested learning activities**

**Activity 1**

* Students watch a short video clip on “[Introduction to Gender](https://www.youtube.com/watch?v=yNVdIry1M-E)”.
* Followed by [Prezi presentation](http://prezi.com/fcihlqscns97/prenatal-sexual-development/) to support main points.
* Students provided with copy of presentation – additional notes to be made.
* Students split into groups and directed to share their ideas relating to the key terms related to the area (sex, gender, gender identity, and sex-role stereotypes). Aim is for each group to define each term and provide examples on Five Flipcharts set up around the room with one of the key terms/concepts at the top.
* Each group to add their ideas to the flipchart (different colour pen for each group). Teacher to lead discussion of ideas. Consolidation of learning:

* [TedTalk The biology of gender from DNA to the brain.](https://www.ted.com/talks/karissa_sanbonmatsu_the_biology_of_gender_from_dna_to_the_brain?language=enCrash%20Course%20Psychology%20–%20Let’s%20talk%20about%20sex)
* [Psych Boost Sex and Gender](https://www.youtube.com/watch?v=rA6URgPtTQE).
* [Tutor2U – teaching Gender in Year 2 Psychology (CPD).](https://www.youtube.com/watch?v=yNVdIry1M-E)
* **Extended learning** – TED talk Alice Dreger – [Is Anatomy Destiny?](https://www.ted.com/talks/alice_dreger_is_anatomy_destiny) To be placed on virtual learning environment (VLE).

**Activity 2**

[Gender-Role Stereotypes](https://www.youtube.com/watch?v=vvIzGbWq7Ko) (YouTube).

Students to watch video clip of [“Run like a Girl”](https://www.youtube.com/watch?v=qtDMyGjYlMg). Discussion of issues raised by the clip.

Students provided with a [laminated copy of an advert from the 50s](https://www.businessinsider.com/26-sexist-ads-of-the-mad-men-era-2014-5?r=US&IR=T#1952-this-ad-makes-light-of-domestic-violence-3) to analyse in terms of sex role stereotyping.

Each pair to provide a 2 minute talk to the group on their advert and their analysis of it.

Watch videos [Top 10 most sexist commercials of all time](https://www.youtube.com/watch?v=4fWQ3wcpqCQ) and [Gender stereotypes and education (YouTube](https://www.youtube.com/watch?v=nrZ21nD9I-0)) to be followed by a sharing of views on whether advertising today is much different – are sex-role stereotypes still prevalent.

Students to bring an advert to the next lesson which demonstrates a reinforcement of or challenge to sex-role stereotypes.

**Activity 3**

* Prezi presentation on the [role of chromosomes and hormones in sex and gender](http://prezi.com/117_ogtpqtwh/a2-psychology-psya3-gender-lesson-1/).
* Students add additional notes to copy of presentation.
* Discussion, questions and answers (Q&A).
* Analysis of material in terms of the major debates in psychology – nature versus nurture/reductionism/determinism.
* Read the article on [BBC Horizon page – Dr Money and the Boy with No Penis](http://www.bbc.co.uk/sn/tvradio/programmes/horizon/dr_money_prog_summary.shtml). Discuss the issues raised.

**Activity 4**

**Extended learning –** ‘[Fighting the Power of Pink’ podcast](http://www.bbc.co.uk/programmes/b010y39d) to be placed on the VLE. Students to listen to the podcast at home and to submit a summary of the main points in the podcast.

**Activity 5**

* **Extended learning –** The guidance and resources for the following activities can be foundin Centre Services:
  + [Course: A-level Psychology Gender bias in psychology - ATP summer 2023 | AS and A-level](https://onlineservices.aqa.org.uk/ApiInvoke/DownloadFilesFromSharePoint?correlationId=bae151eb-b333-4d1e-7ae1-0ccc8a3d5999&requestURL=0/documentmanagement/adduserauditlog&postData=%7b%22TypeOfUser%22:%22AQA%22,%22UserStatus%22:%22AQA%22,%22DocumentTitle%22:%22Course:%20A-level%20Psychology%20Gender%20bias%20in%20psychology%20-%20ATP%20summer%202023%22,%22FileName%22:%22A-level%20Psychology%20Gender%20bias%20in%20psychology%20-%20ATP%20summer%202023.zip%22,%22Path%22:%22Course:%20A-level%20Psychology%20Gender%20bias%20in%20psychology%20-%20ATP%20summer%202023.zip%22,%22DocumentId%22:%2264918%22,%22ExtUrl%22:%22%22,%22FileSize%22:%22%22,%22IpAddress%22:%22%22,%22PageType%22:%22Centre%20Resources%22,%22IsDownload%22:true,%22AssociatePin%22:0,%22CentreNumber%22:%2240623%22,%22EmailId%22:%22RMcGinley@aqa.org.uk%22,%22UserName%22:%22Rosie%20McGinley%22,%22UserId%22:%22Rosie%20McGinley%22%7d).
  + Issues and debates: Gender bias in Psychology booklet. The booklet contains a wide range of student activities which teachers may wish to use when delivering this topic, for example:
  + A practical activity to investigate unconscious bias (p27).Students complete an investigation into gender schemas and unconscious bias. Students are introduced to Deborah Wapman and Mikaela Belle’s study ([“I Can’t Operate, that Boy Is my Son!”: Gender Schemas and a Classic Riddle | Request PDF (researchgate.net)](https://www.researchgate.net/publication/348310943_I_Can't_Operate_that_Boy_Is_my_Son_Gender_Schemas_and_a_Classic_Riddle), and then working in small groups design and carry out a partial replication of the study.
  + The Similarity Hypothesis (p37)Eleanor Maccoby and Carol Jacklin’s research challenged many beliefs about gender differences (eg girls are more social than boys; girls are better at rote learning and simple tasks, whereas boys are better at higher level cognitive processing). Overall, they found evidence for gender similarities, concluding that gender differences were well established in only four areas: verbal ability; visual-spatial ability; mathematical ability and aggression. Extend this understanding further by considering the work of Janet Shibley Hyde’s “Gender Similarity Hypothesis”
  + Metanalysis and d value (p41)In this student activity, Janet Shibley Hyde’s “Gender Similarity Hypothesis” is used as the bases for students to explore meta-analysis further.
  + The future of sex and gender in psychology (p44)In this paper, Shibley considers five challenges to gender binary, arguing that the ‘multidimensional, complex, interactive, and dynamic nature of gender/sex’ cannot be captured by a categorical variable with only two categories, women and men. One of the most important tasks facing psychologists is to create a better, more accurate conceptualization of gender/sex for use in education, research, and practice. Hyde reviews five different sets of research findings that undermine the gender binary.
  + The Gender spectrum (p52)
  + A range of teaching and learning resources, including Ted Talks which challenge the gender binary.

**Week 9**

Cognitive explanations of gender development:

* Kohlberg’s theory of gender development, including: gender identity, gender stability and gender constancy. Research to support and challenge, eg Thompson 1975, eg Slaby and Fry 1975, eg Ruble 1981
* gender schema theory, Martin and Halverson 1981
* research to support and challenge, eg Tenenbaum & Leaper 2002, Kuhn 1978, Carter & Levy 1988, Liben & Signorella 1993, Campbell et al 2000 and 2004.
* Meta analysis.

**Skills development**

* Using a psychological scale (BSRI).
* Math skills.
* Analysis and presentation data from a psychological scale - the BSRI.
* Analysis of research and consideration of implications of research.
* Analysis of theory in relation to issues and debates.
* Use of research evidence to support and refute explanation.
* Research skills.
* Group work skills.
* Oral presentation skills.
* Independent learning skills.
* Essay writing skills.

**Learning outcomes**

Develop a critical appreciation of cognitive explanations for gender development.

Students should be able to:

* distinguish between: gender identity, gender stability and gender constancy
* describe Kohlberg’s theory/explanation for the development of children’s understanding of gender
* describe and evaluate research into Kohlberg’s theory of gender development
* explain key concepts in gender schema – in group, out group, and own sex schemas
* describe gender schema theory – how and why schemas develop and how they influence behaviour and memory
* describe and evaluate research into gender schema theory for gender development.
* show understanding of meta analyses, Tenenbaum & Leaper 2002
* use a range of criteria including research evidence to critically evaluate cognitive explanations for gender development
* discuss issues and debates surrounding cognitive explanations of gender development.

**Suggested learning activities**

**Activity 1**

Application skills. Exam style application questions in which students have to identify the stage of gender development of a child using Kohlberg’s stages and justify their decision.

**Activity 2**

* An “Essay jigsaw” activity.
* Students to be presented with “mix and match essay” pieces eg Describe and evaluate Kohlberg’s explanation for gender development (16 marks).
* Students work in pairs to put the pieces of information into a coherent description and evaluation of Kohlberg’s theory of gender development.
* Students then act as examiners. They will be given a mark scheme and asked to mark the essay and justify mark awarded.
* On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens.
* **Extension activity –** students to revisit the above essay and add additional material that would result in the essay being awarded an A grade.

**Activity 3**

* Teacher presentation – [Gender Schema Theory](https://www.youtube.com/watch?v=scZ_Ys4AY2g).
* Prezi presentation and video clips:
  + [Sandra Bem and the Gender Schema Theory and Children.](https://prezi.com/tcrewj3tgxsd/sandra-bem-and-the-gender-schema-theory-and-children/)
  + [Psychological Explanations of Gender Development - Cognitive Developmental Theory](http://prezi.com/_oozimfokegk/psychological-explanations-of-gender-development/).

**Activity 4**

* An “Essay jigsaw” activity.
* Students to be presented with “mix and match essay” pieces eg Describe and evaluate the gender schema theory of gender development (16 marks).
* Students work in pairs to put the pieces of information into a coherent description and evaluation of Gender schema theory.
* Students then act as examiners. They will be given a mark scheme and asked to mark the essay and justify mark awarded.
* On completion of this, the teacher will discuss the actual mark awarded and the reasons for it – essay to be deconstructed into skills using highlighter pens.
* **Extension activity** **–** students to revisit the above essay and add additional material that would result in the essay being awarded an A grade.

**Week 10**

* Social learning theory (SLT) as applied to gender development.
* Modes of influence on gender development: modelling, enactive representation and direct tuition.
* Impact of parents and peers on gender development.
* Cultural differences in gender roles.
* Influence of media on gender.

**Skills development**

* Weigh up (consider) the strengths and weaknesses of each explanation in terms of issues and debates.
* Use of research evidence to support and refute the explanations.
* Critically analyse the evidence for explanations.
* Research skills – designing research studies.
* Group work skills.
* Independent learning skills.
* Self and peer assessment.
* Application skills – design an activity to enhance empathy.
* Mathematical skills.
* Transformation creative skills.

**Learning outcomes**

Develop critical appreciation of psychological explanations of gender development.

Students will be able to:

* describe and evaluate the SLT explanation of gender development
* discuss issues and debates surrounding explanations of gender development
* use a range of criteria including research evidence to critically evaluate the psychological explanations
* discuss issues and debates surrounding the explanations.

**Suggested learning activities**

**Activity 1**

Teacher Prezi presentation/class discussion of [social learning theory as applied to gender development](http://prezi.com/lygrycubvsb7/gender-development-social-learning-theory/). Workbook to accompany Prezi presentation. Students to watch RSA animations and take notes – discussion of.

**Activity 2**

Students to read the original paper by Bussey and Bandura (1999) [“Social Cognitive Theory of Gender Development and Differentiation”](https://www.researchgate.net/publication/12741492_). Students to closely read and take notes on the impact of parents/peers/media and educational systems (p698 – 701).

**Activity 3**

* Students to watch a video clip of gender and Disney.
* Working in small groups, students are to design an observational study to investigate the [representation of males and females in more recent cartoons](https://www.youtube.com/watch?v=8CWMCt35oFY) (eg Brave, [Frozen](https://www.thedailybeast.com/disneys-sublimely-subversive-frozen-isnt-your-typical-princess-movie)). They must operationalise behaviour categories for data collection.
* At home they are to observe the Disney movie and analyse the representations. Follow up discussion of findings and implications. Do they agree that these more recent films challenge stereotypes? Do they agree with [this article from The Daily Beast](http://www.thedailybeast.com/articles/2013/11/29/disney-s-sublimely-subversive-frozen-isn-t-your-stereotypical-princess-movie.html) which argues that Frozen is subversive?

**Activity 4**

* Influence of the media on gender roles.
* Using a range of video clips, students are to watch and take notes. Class discussion of the implications of adverts on behaviour – links to SLT.
* Students to work in pairs to design an advert which parodies the adverts – can be a poster/video or animated.
* Sharing of adverts with group.

[Discrimination Against Women in Advertisements (YouTube)](https://www.youtube.com/watch?v=2TxvC2PhAKI).

**Activity 5**

* How much have things changed?
* A content analysis of sex-role stereotyping in TV adverts – [Stereotypes of Girls and Women in the Media](https://www.adl.org/education/educator-resources/lesson-plans/stereotypes-of-girls-and-women-in-the-media).
* Students to read the original work by [McArthur and Resko](https://link.springer.com/article/10.1007/BF00287963) and make notes.
* Students are then provided with the media content analysis worksheet.
* At home they are to analyse one hour of television adverts and complete a results section for their findings. The following session there will be a discussion of their findings and a comparison made with McArthur and Resko’s original work.

**Activity 6**

* Peer Assessment Activity.
* Student to complete an essay describing and evaluating SLT at home (eg 7182/3, 2021:
* Discuss what psychological research has told us about the influence of social learning on gender development. (16 marks)).
* Essay to be brought to next lesson. The essays are to be anonymised and each student to be randomly allocated an essay completed by their peer for marking.
* Using a mark scheme, the student to:

1. Highlight description/knowledge of SLT.
2. Highlight evaluation/discussion of research related to SLT.
3. Underline irrelevant information .
4. Allocate a mark in accordance with the mark scheme.
5. Provide detailed feedback on how the essay could be improved.

* A copy of the highest achieving essay (checked by teacher) to be given to all students. If essay is not full marks then extension activity is to add to the essay to further enhance mark.

**Week 11**

* Psychodynamic explanation of gender development:
  + Freud’s psychoanalytic theory: Oedipus complex; Electra complex; identification and internalisation.
  + Research into Psychodynamic explanation of gender development.
* Comparison of explanations for gender development:
  + Psychological androgyny: Bem Sex Role Inventory (BSRI) to measure androgyny. Reliability and validity of the BSRI. Research studies of androgyny.
  + Analysis and presentation of data from a standardised psychological test.

**Skills development**

* Weigh up (consider) the strengths and weaknesses of explanations in terms of issues and debates.
* Use of research evidence to support and refute explanations.
* Comparing and contrasting explanations.
* Independent learning skills.
* Research skills.
* Mathematical skills.
* Analysis and presentation of data.
* Working with others.
* Communication skills.
* Transformation.

**Learning outcomes**

* + Develop critical appreciation of psychological explanations for gender development.
* Students will be able to:
  + - * + explain key concepts and processes of psychodynamic theory as relevant to gender development including: Oedipus complex; Electra complex; identification and internalisation
        + outline the psychodynamic explanation of gender development
        + describe and evaluate research evidence relating to the psychodynamic explanation of gender development
        + use a range of criteria including research evidence to evaluate the psychodynamic explanation for gender development
        + discuss issues and debates surrounding the explanations of gender development
        + compare and contrast cognitive, bio, learning and psychodynamic explanation for gender development.
* Develop a critical appreciation of androgyny.
* Students should be able to:
  + - * + define androgyny
        + describe and evaluate research into psychological androgyny including cognitive and SLT explanations for androgyny and the role of stereotyping
        + explain how androgyny is measured
        + comment on the reliability and validity of the BSRI.

**Suggested learning activities**

**Activity 1**

* Flipped classroom. Students to review/revise psychodynamic theory. Each to post 150 word outline of Freud’s psychodynamic theory.
* In class students work in groups to abstract the elements of Freudian theory that are relevant to the psychodynamic explanation for gender development.
* Whole class activity to create a mind map on IWB depicting how Psychodynamic theory explains gender development.

**Or**

* Group work – groups to create and enact for the class a 2 minutes performance that depicts the process of gender development.
* Overview of stages – 10 minutes – [Psychosexual Theories by Sigmund Freud](http://www.slideshare.net/pamelaveroy/psychosexual-theories).

**Activity 2**

Working in groups, students are to research the issue of gender bias in the psychodynamic theory of gender development, including the challenge by feminists. They then create a poster highlighting an issue they have identified. Students share their poster with the group and discuss why they elected to highlight that particular issue.

**Activity 3**

* Students to work in groups to compare different pairs of explanations.
* Eg group 1 compares Cognitive v SLT explanations.
* Group 2 compares Cognitive and psychodynamic
* Group 3 SLT and Psychodynamic explanations.
* Provide a structure/set of criteria that could be used to guide the comparison/for identification of similarities and differences, eg:
  + assumptions
  + position in relation to issues and debates
  + aspects of gender development not explained
  + nature and strength of supporting evidence
  + nature and strength of challenging evidence
  + implications.
* Plenary – Each group presents to the class their comparison for discussion and views on how effective each theory is.

**Activity 4**

* Working in small groups, students investigate research into androgyny.
* Students to prepare a PowerPoint/Prezi presentation on the research and implications of the research, as well as an assessment task for their peers to undertake.
* At the next lesson, each group will present to their peers and distribute the assessment task for completion.
* During the presentations, the other groups will complete a presentation evaluation sheet ([oral presentation rubric)](https://www.readwritethink.org/sites/default/files/resources/printouts/30700_rubric.pdf).

**Activity 5**

* Students to complete the BSRI.
* Pooling of results (ethics – anonymous collection of results).
* Students to analyse results in pairs and produce a presentation of data section for a psychology report.
* For homework students are to read the paper – assessing the current validity of the BSRI (place on VLE).
* Students to submit a list of twelve important points that they extracted from the paper and a comment about how confident they are that the results accurately depict Androgyny for their class.

**[Resources](https://openpsychometrics.org/tests/OSRI/)**

* [Bem BSRI Bem Androgyny Test](https://openpsychometrics.org/tests/OSRI/).
* [Assessing the Current Validity of the Bem Sex-Role Inventory. (Abstract).](https://psycnet.apa.org/record/1998-03362-008)
* [Sandra Bem A Review after 34 Years A Review of its Reach and Impact](https://www.researchgate.net/publication/299503228_).

**Week 12**

* + Atypical Gender Development.
* Gender dysphoria overview of characteristics, diagnosis and prevalence.
* Biological influences on gender dysphoria:
  + genetic influences: Hare et al – the androgen receptor gene, congenital adrenal hyperplasia (CAH)
  + the influence of prenatal hormones – androgen insensitivity syndrome (AIS)
  + brain sex theory.
* Social influences on gender dysphoria:
  + distorted parental attitudes-Stoller (1995)
  + childhood trauma.
* Social sensitivity of research into Gender dysphoria end of unit review.

**Skills development**

* Weigh up (consider) the strengths and weaknesses of explanation in terms of issues and debates.
* Working with others.
* Formulating relevant questions.
* Independent learning skills.
* Using information communication technology (ICT).
* Developing exam technique.

**Suggested learning activities**

**Activity 1**

* Teacher introduction to gender dysphoria. Students provided with [NHS information sheet](http://www.nhs.uk/conditions/Gender-dysphoria/Pages/Introduction.aspx). Discussion of ethical issues/debates relating to this area of study.
* Range of relevant video resources can be located on p52 of the Issues and debates: Gender bias in Psychology booklet (Centre Services).

**Activity 2**

* Students to watch/read [NHS information sheet on AIS](http://www.nhs.uk/conditions/androgen-insensitivity-syndrome/Pages/Introduction.aspx) and watch video. Discussion of issues raised.
* Discovery documentary – “Is it a Boy or a Girl”:
  + [Intersex Part 1 (YouTube)](https://www.youtube.com/watch?v=8ITuuxmlfqs).
  + [Intersex Part 2 (YouTube)](https://www.youtube.com/watch?v=YQESPaEj8dk).
  + [Intersex Part 3 (YouTube)](https://www.youtube.com/watch?v=jHQJmPbHSdM).
* Class activity linking AIS to issues and debates in psychology to be completed.
* Students watch Psych Boost [Atypical gender development (Gender [AQA A-Level Psychology] – (YouTube) and take notes.](https://www.youtube.com/watch?v=g43fcXxT3vw)
* Students then split into small groups and are allocated an explanation to research in further detail (textbook/internet). Each group will create a summary of their explanation which will be shared with the group. The summary will include, explanation, research support and evaluation/discussion.
* Additional resources: [Gender Dysphoria: Challenges, Signs, & Treatment (simplypsychology.org)](https://www.simplypsychology.org/gender-dysphoria.html).

**Activity 3**

* Working in small groups students are provided with a copy of the [AQA Subject Specific Vocabulary](http://www.aqa.org.uk/resources/psychology/as-and-a-level/psychology/teach/subject-specific-vocabulary).
* Students are tasked with producing a similar document relating to the vocabulary of the gender unit.
* Groups to submit their work and teacher to judge the accuracy and comprehensiveness of their document.
* Students to be provided with a copy of the document judged most accurate and comprehensive.

**Activity 4**

* End of unit review and mock exam [Gender - AQA Psychology under 20 mins! Quick Revision for Paper 3 (YouTube](https://www.youtube.com/watch?v=yCvKCNdz-l8)).
* Mind map Relay. Students to build a mind map of the gender unit on the whiteboard. All students must participate – all students to stand up, one student begins and passes the pen to another student who must add additional information. If the student cannot add then they must sit down. The activity continues until the students can no longer add additional information. The last student standing should receive a small prize. Photograph/video of mind map to be taken and uploaded to the virtual learning environment (VLE).
* Using the [AQA past papers and mark schemes](http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/assessment-resources), students answer exam questions including application and evaluation questions undertaken in timed conditions.

**Week 13**

* + Research methods and practical for option topic 1.
* Survey of age differences in scores on Bem’s BSRI.

**Skills development**

* Practical research design skills.
* Applying knowledge of research to design a natural experiment to investigate age differences in scores on Bem’s BSRI.
* Applying knowledge of statistical analysis by carrying out appropriate statistical tests to analyse results from the practical.
* Group work/working with others.
* Problem solving skills.
* Mathematical skills.
* Communication skills.

**Learning outcomes**

Develop practical research skills and an understanding of how scientific reports are written up, analysed and presented.

**Suggested learning activities**

**Activity 1**

Students to work in groups to design and carry out **either**:

**Activity 1a**

* A natural/quasi experiment into age differences in performance on the BRSI.
* Aim: students to make design decisions informed by the strengths and limitations of research they have studied. Students will write up a methods section of a report. Students to write a set of standardised instructions and a debriefing to be issued to all participants.
* Students to include a consideration of how they will deal with ethical issues, and justify their design decisions in the method section.
* Students will then go and gather data from participants and share their data with their group who will then select and apply an appropriate statistical test and analyse their results. Data will be analysed to see if a significant difference exists at 0.05 level and the students will present their findings and write up the results section of a report.
* **Extension task** will be for student to write an introduction section for the practical report. Students will be directed to read [the original research papers by Bem](https://openpsychometrics.org/tests/OSRI/).

**Or**

**Activity 1b**

* A questionnaire/survey to investigate students’ perception of gender roles in the home.
* Students should watch [An Analysis of Perceptions of Gender Roles in the Home by Students (YouTube](https://www.youtube.com/watch?v=L3pYm-0VGb0)) then design a study which will investigate other students’ perceptions of gender roles in the home. The students identify the issues they wish to investigate and develop appropriate questions; these could be open or closed questions but they need to ensure they will be able to analyse and present the data from the questions. Pilot their
* questions, amend where necessary. Print the questionnaire and distribute to a sample of fellow students. Collect and analyse the responses.
* Prior to collecting the data students must submit a proposal for the teacher to check for practicality and ethics.
* Once the proposal is agreed, a written method section justifying their decisions about the questions used and the sampling. Students then collect the data.
* Students submit a results section of their research report that summarises and presents the findings along with a discussion section focusing on whether the results suggest that gender inequality still exists in the home.

**Resources**

* [BPS Ethical guidelines for teachers and students of psychology.](https://www.bps.org.uk/news-and-policy/bps-code-human-research-ethics)
* [Bem Androgyny Test Bem Androgyny Test.](https://openpsychometrics.org/tests/OSRI/)
* Wider reading: Bem, S. L. (1974). The measurement of psychological androgyny *Journal of Consulting and Clinical Psychology*, *42*, p155-162.