

## Scheme of work: Gender (Option 1)

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The following is a scheme of work for the second year of the A-level. It has been created on the basis that students choose Gender as their optional topic from 7182/3 Option 1. It is based on the autumn term, teaching for 6 weeks. In addition, the number of teaching hours per week is four and a half.

The specimen exam papers are referred to in this scheme of work. The first and second set of sample exam papers are available on our [website](#). The third set of sample exam papers is located on [eAQA](#). These can be used as mock exams.

To find out more about our A-level Psychology specification, visit [aqa.org.uk/7192](http://aqa.org.uk/7192)

## Option 1 (Relationships or Gender or Cognition and development)

### 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

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 8</p> <p>Gender - Key concepts:</p> <p>Sex, Gender, Gender identity, Gender Role, Sex-role stereotypes, Androgyny.</p> <p>Basic introduction to prenatal sex development.</p> <p>The role of chromosomes and hormones in sex and gender.</p> <p>The endocrine system, testosterone, oestrogen, oxytocin.</p> <p>Atypical sex chromosome patterns: diagnosis and causes of Klinefelter's syndrome and Turner's syndrome.</p>	<p>Explaining key concepts</p> <p>Describe biological mechanisms using appropriate terminology</p> <p>Group work skills</p> <p>Presentation skills</p>	<p>Develop an understanding of key concepts in gender development and the role of chromosomes and hormones in sex and gender.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between sex and gender.</li> <li>• Explain and use key concepts/ terms appropriately in relation to gender - Sex, Gender, Gender identity, Gender Role, Sex-role stereotypes, Androgyny.</li> <li>• Distinguish between typical and atypical chromosome patterns.</li> <li>• Explain the role of chromosomes, and the</li> </ul>	<p><b>A1</b> "Introduction to Gender" – Prezi presentation. Students watch a short video clip on prenatal sexual development. Followed by Prezi presentation 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</p>

		<p>hormones testosterone, oestrogen and oxytocin in sex and gender.</p> <ul style="list-style-type: none"> <li>• Describe and evaluate research into the role of chromosomes and hormones on sex and gender.</li> <li>• Describe clinical characteristics, diagnosis and causes of Klinefelter's and Turners Syndrome.</li> <li>• Discuss social sensitivity, ethics and the implications of biological explanations for gender.</li> </ul>	<p>discussion of ideas. Consolidation of learning.</p> <p><b>Extended learning</b> – TED talk Alice Dreger – Is Anatomy Destiny? To be placed on VLE.</p> <p><b>A2 (Sex-Role Stereotypes).</b> Students to watch video clip of “Run like a Girl”. Discussion of issues raised by the clip. Students provided with a laminated copy of an advert from the 50s 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. To be followed by a sharing of views on whether advertising in 2014 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.</p> <p><b>A3</b> Prezi presentation on the role of chromosomes and hormones in sex and gender. Students add additional notes to copy of presentation. Discussion, Q&amp;A. Analysis of material in terms of the major debates in psychology – nature versus</p>
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			<p>nurture/reductionism/determinism. Students to watch the video – “Horizon: Dr Money and the Boy with no Penis”. Students to analyse the video in relation to the debates. Class discussion of issues raised.</p> <p><b>A4</b> “It is all in the Hands Activity (or is it?)”. Teacher overview of research into testosterone and digit length. Students watch the “howcast” on how to measure your testosterone levels by looking at your ring finger. Working in pairs students measure and determine each other’s relative finger length and the implication for testosterone levels. Students to read psychology today article on fingers and personality. Critical discussion of research – link to issues and debates in psychology. Full discussion of ethical issues relating to such research.</p> <p><b>A5 Extended learning:</b> Fighting the Power of Pink podcast 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.</p>
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## Resources

**A1** Introductory video – provides an overview of the topic of gender:

[TedTalk The biology of gender from DNA to the brain](#)

[Crash course psychology – Let's talk about sex](#)

[Tutor2U – teaching Gender in Year 2 Psychology \(CPD\)](#)

**A1** Brief introduction to:

Prenatal sex development

**A1** – Prezi presentation

[Prezi presentation](#)

**A1** TED Talk

[Is anatomy destiny?](#)

[Sex determination](#)

**A2** Run like a Girl- Dove Campaign

[YouTube: Always #LikeAGirl](#)

**A2** [Examples of sexist adverts from the 50's - print and laminate 9 examples](#)

**A2** 10 Most sexist adverts of the 50's and 60's

[YouTube: Top 10 most Sexist Commercials Of All Time](#)

**A3** Prezi presentation

Gender – Biological influences

[Biological Influences on Gender](#)

**A3** Horizon: Dr Money and the Boy with No Penis YouTube: [Summary of the Case of Dr Money and the Boy with No Penis](#)

[BBC Horizon page – Dr Money and the Boy with No Penis](#)

**A4** How to Determine Testosterone levels by looking at your ring finger.

[Howcast: How to Determine Testosterone Levels by Looking at Your Ring Finger](#)

[Talk to the hand. Scientists try to debunk idea that finger length can reveal personality and health](#)

**A4** Psychology Today article: [Does It Take Competition to Make You a Good Leader?](#)

**A5** Fighting the Power of Pink (Podcast)

[BBC: Fighting the Power of Pink](#)

Specification content Week 9	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Cognitive explanations of gender development:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Gender schema theory, Martin and Halverson 1981.</li> <li>• Research to support and challenge, eg Tenenbaum &amp; Leaper 2002, Kuhn 1978, Carter &amp; Levy 1988, Liben &amp; Signorella 1993, Campbell et al 2000 and 2004.</li> </ul> <p>Meta analysis</p>	<p>Using a psychological scale (BSRI)</p> <p>Math skills</p> <p>Analysis and presentation data from a psychological scale - the BSRI</p> <p>Analysis of research and consideration of implications of research</p> <p>Analysis of theory in relation to issues and debates</p> <p>Use of research evidence to support and refute explanation</p> <p>Research skills</p> <p>Group work skills</p> <p>Oral presentation skills</p>	<p>Develop a critical appreciation of cognitive explanations for gender development.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between: gender identity, gender stability and gender constancy.</li> <li>• Describe Kohlberg’s theory/explanation for the development of children’s understanding of gender.</li> <li>• Describe and evaluate research into Kohlberg’s theory of gender development.</li> <li>• Explain key concepts in gender schema - in group, out group, and own sex schemas.</li> <li>• Describe gender schema theory – how and why schemas develop and how they influence behaviour and memory.</li> </ul>	<p><b>A1</b> 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.</p> <p><b>A2</b> An “Essay jigsaw” activity - Students to be presented with “mix and match essay” pieces. Learners are to 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.</p> <p><b>Extension activity:</b> students to revisit the above essay and add additional material that would</p>

	<p>Independent learning skills</p> <p>Essay writing skills</p>	<ul style="list-style-type: none"> <li>• Describe and evaluate research into gender schema theory for gender development.</li> <li>• Show understanding of meta analyses, Tenenbaum &amp; Leaper 2002.</li> <li>• Use a range of criteria including research evidence to critically evaluate cognitive explanations for gender development.</li> <li>• Discuss issues and debates surrounding cognitive explanations of gender development.</li> </ul>	<p>result in the essay being awarded an A grade.</p> <p><b>A3</b> Teacher presentation – Gender Schema Theory. Prezi presentation and video clips – examples of Prezi presentations in resource section.</p> <p><b>A4</b> An “Essay jigsaw” activity - Students to be presented with “mix and match essay” pieces. Learners are to 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.</p> <p><b>Extension activity:</b> students to revisit the above essay and add additional material that would result in the essay being awarded an A grade.</p>
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## Resources

### **A3** Gender Schema Theory

Video Clip

[YouTube: Gender Schema Theory](#)

**A3** Prezi Presentation - gender schema theory.

[Sandra Bem and the Gender Schema Theory and Children](#)

**A3** Prezi Presentation Psychological explanations of gender development

Gender Schema Theory

[Psychological Explanations of Gender Development - Cognitive Developmental Theory](#)

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 10</p> <p>Social learning theory as applied to gender development</p> <p>Modes of influence on gender development: modelling, enactive representation and direct tuition</p> <p>Impact of parents and peers on gender development</p> <p>Cultural differences in gender roles</p> <p>Influence of media on gender</p>	<p>Weigh up (consider) the strengths and weaknesses of each explanation in terms of issues and debates</p> <p>Use of research evidence to support and refute the explanations</p> <p>Critically analyse the evidence for explanations</p> <p>Research skills – designing research studies</p> <p>Group work skills</p> <p>Independent learning skills</p> <p>Self and peer assessment</p> <p>Application skills – design an activity to enhance empathy</p>	<p>Develop critical appreciation of psychological explanations of gender development.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe and evaluate the SLT explanation of gender development.</li> <li>Discuss issues and debates surrounding explanations of gender development.</li> <li>Use a range of criteria including research evidence to critically evaluate the psychological explanations.</li> <li>Discuss issues and debates surrounding the explanations.</li> </ul>	<p><b>A1</b> Teacher Prezi presentation/class discussion of social learning theory as applied to gender development. Workbook to accompany Prezi presentation. Students to watch RSA animations and take notes – discussion of.</p> <p><b>A2</b> Students to read the original paper by Bussey and Bandura (1999) “Social Cognitive Theory of Gender Development and Differentiation”. Students to closely read and take notes on the impact of parents/peers/media and educational systems (pages 698 – 701).</p> <p><b>A3</b> 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 (e.g. Brave, Frozen). They must</p>

	<p>Mathematical skills</p> <p>Transformation creative skills</p>	<p>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 the article below? (<a href="http://www.thedailybeast.com/articles/2013/11/29/disney-s-sublimely-subversive-frozen-isn-t-your-stereotypical-princess-movie.html">http://www.thedailybeast.com/articles/2013/11/29/disney-s-sublimely-subversive-frozen-isn-t-your-stereotypical-princess-movie.html</a>).</p> <p><b>A4</b> 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.</p> <p><b>A5</b> How much have things changed? A content analysis of sex-role stereotyping in TV adverts. Students to read the original work by McArthur and Resko and make notes. Students</p>
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			<p>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.</p> <p><b>A6 Peer Assessment Activity.</b> Student to complete an essay describing and evaluating SLT at home. 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:</p> <ol style="list-style-type: none"><li>1. Highlight description/knowledge of SLT</li><li>2. Highlight evaluation/discussion of research related to SLT</li><li>3. Underline irrelevant information (attachment is a different topic).</li><li>4. Allocate a mark in accordance with the mark scheme.</li></ol>
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			<p>5. Provide detailed feedback on how the essay could be improved.</p> <p>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.</p>
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Resources			
<b>A1</b>	Prezi – Social Learning Theory of Gender Development		
	<a href="#">Gender Development Social Learning Theory</a>		
<b>A2</b>	Bussey and Bandura (1999) “Social Cognitive Theories of Gender Development and Differentiation”		
	<a href="#">Social Cognitive Theory of Gender Development and Differentiation</a>		
<b>A3</b>	Gender and Disney – search YouTube		
<b>A3</b>	Sexism, Strength and Dominance: Masculinity in Disney Films		
	<a href="#">YouTube: Sexism, Strength and Dominance: Masculinity in Disney Films</a>		
<b>A3</b>	Disney’s Sublimely subversive Frozen (article)		
	<a href="#">Disney's Sublimely Subversive 'Frozen' Isn't Your Typical Princess Movie</a>		
<b>A4</b>	Discriminating Against Women in Advertising (Dove Campaign)		
	<a href="#">YouTube: Discrimination Against Women in Advertisements</a>		
<b>A4</b>	Gender Advertising – comedy sketch		

[YouTube: Gender Advertising](#)

**A4** Women in Adverts

[YouTube: Women in the Media \(Advertisements Objectifying and Sexualizing Women\)](#)

**A5** Media Content Analysis Worksheet (page 9)

[Stereotypes of Girls and Women in the Media](#)

**A5** McArthur and Resko original paper

[The Portrayal of Men and Women in American Television Commercials](#)

Specification content Week 11	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Psychodynamic explanation of gender development:</p> <ul style="list-style-type: none"> <li>Freud's psychoanalytic theory: Oedipus complex; Electra complex; identification and internalisation.</li> <li>Research into Psychodynamic explanation of gender development.</li> </ul> <p>Comparison of explanations for gender development Psychological androgyny:</p> <ul style="list-style-type: none"> <li>Bem Sex Role Inventory (BSRI) to measure androgyny. Reliability and validity of the BSRI. Research studies of androgyny.</li> <li>Analysis and presentation of data from a standardised psychological test.</li> </ul>	<p>Weigh up (consider) the strengths and weaknesses of explanations in terms of issues and debates.</p> <p>Use of research evidence to support and refute explanations.</p> <p>Comparing and contrasting explanations</p> <p>Independent learning skills</p> <p>Research skills</p> <p>Mathematical skills</p> <p>Analysis and presentation of data</p> <p>Working with others</p> <p>Communication skills</p> <p>Transformation</p>	<p>Develop critical appreciation of psychological explanations for gender development.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain key concepts and processes of psychodynamic theory as relevant to gender development including: Oedipus complex; Electra complex; identification and internalisation</li> <li>Outline the psychodynamic explanation of gender development</li> <li>Describe and evaluate research evidence relating to the psychodynamic explanation of gender development</li> <li>Use a range of criteria including research evidence to evaluate the psychodynamic explanation for gender development</li> </ul>	<p><b>A1</b> Flipped classroom. Students to review/revise psychodynamic theory. Each to post 150 word outline of Freud's psychodynamic theory.</p> <p>In class students work in groups to abstract the elements of Freudian theory that are relevant to the psychodynamic explanation for gender development.</p> <p>Whole class activity to create a mind map on IWB depicting how Psychodynamic theory explains gender development</p> <p>Or</p> <p>Group work - groups to create and enact for the class a 2 min performance that depicts the process of gender development</p> <p><b>A2</b> Students to work in groups to compare different pairs of explanations.</p> <p>Eg <b>Group 1</b> compares Cognitive v SLT explanations</p>

		<ul style="list-style-type: none"> <li>• Discuss issues and debates surrounding the explanations of gender development</li> <li>• Compare and contrast cognitive, bio, learning and psychodynamic explanation for gender development</li> </ul> <p>Develop a critical appreciation of androgyny.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Define androgyny</li> <li>• Describe and evaluate research into psychological androgyny including cognitive and SLT explanations for androgyny and the role of stereotyping</li> <li>• Explain how androgyny is measured.</li> <li>• Comment on the reliability and validity of the BSRI.</li> </ul>	<p><b>Group 2</b> compares Cognitive and psychodynamic</p> <p>Provide a structure/set of criteria that could be used to guide the comparison/for identification of similarities and differences, eg</p> <ul style="list-style-type: none"> <li>• Assumptions</li> <li>• Position in relation to issues and debates</li> <li>• Aspects of gender development not explained</li> <li>• Nature and strength of supporting evidence</li> <li>• Nature and strength of challenging evidence</li> <li>• Implications</li> </ul> <p>Plenary – Each group presents to the class their comparison for discussion and views on how effective each theory is.</p> <p><b>A3</b> 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</p>
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			<p>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).</p> <p><b>A4</b> 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.</p>
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Resources
<p><b>A1</b> Overview of stages - 10 minutes</p> <p><a href="#">Psychosexual Theories by Sigmund Freud</a></p> <p><b>A2</b> <a href="#">Secure Key Materials</a></p>

The listing of criteria for evaluating theories provides a differentiated basis for comparison.

**A3** Oral Presentation Rubric

[ReadWriteThink: Oral Presentation Rubric](#)

**A4** [Measuring Androgyny](#)

[Bem BSRI Bem Androgyny Test](#)

**A4** Article - [Assessing the Current Validity of the Bem Sex-Role Inventory.](#)

**A4** [Sandra Bem A Review after 34 Years A Review of its Reach and Impact](#)

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 12</p> <p>Atypical Gender Development</p> <p>Gender dysphoria overview of characteristics, diagnosis and prevalence</p> <p>Biological influences on gender dysphoria:</p> <ul style="list-style-type: none"> <li>Genetic influences: Hare et al – the androgen receptor gene, congenital adrenal hyperplasia (CAH)</li> <li>The influence of prenatal hormones – androgen insensitivity syndrome (AIS)</li> <li>Brain sex theory</li> </ul> <p>Social influences on gender dysphoria:</p> <ul style="list-style-type: none"> <li>Distorted parental attitudes- Stoller (1995)</li> <li>Childhood trauma</li> </ul>	<p>Weigh up (consider) the strengths and weaknesses of explanation in terms of issues and debates</p> <p>Working with others</p> <p>Formulating relevant questions</p> <p>Independent learning skills</p> <p>Using ICT</p> <p>Developing examination technique</p>	<p>Develop critical appreciation of atypical gender development</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe characteristics, diagnosis and prevalence of gender dysphoria.</li> <li>Describe and evaluate biological influences on gender dysphoria.</li> <li>Describe and evaluate social influences on gender dysphoria.</li> <li>Use a range of criteria including research evidence to evaluate these explanations for gender dysphoria.</li> <li>Critically consider issues, debates, social sensitivity and implications of research into gender dysphoria.</li> <li>Demonstrate ability to use knowledge and understanding of gender and</li> </ul>	<p><b>A1</b> Teacher introduction to gender dysphoria– Prezi presentation/video clips. Students provided with NHS information sheet. Discussion of ethical issues/debates relating to this area of study. Include TED Talk – Geena Rocero, a top model, gives a moving and inspirational talk on being transgender.</p> <p><b>A2</b> Students to watch/read NHS information sheet on AIS and watch video. Discussion of issues raised. Discovery documentary - “Is it a Boy or a Girl”. Class activity linking AIS to issues and debates in psychology to be completed.</p> <p><b>A3</b> Brain sex theory – students to log onto the BBC Science Human Body and Mind – Sex ID page and undertake the sex id tests. Students to record their results for each page and build a sex id profile of themselves.</p>

<p>Social sensitivity of research into GID</p> <p>End of unit Review</p>		<p>gender development to respond to a range of exam style questions.</p>	<p>Reflection and critical evaluation section to be completed.</p> <p><b>A4</b> Working in small groups – students provided with a copy of the</p> <p>AQA Subject Specific Vocabulary Document. 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.</p> <p><b>A5</b> End of unit review and mock exam. 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</p>
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			<p>student standing should receive a small prize. Photograph/video of mind-map to be taken and uploaded to the VLE. Using the past papers and mark schemes available on the AQA website, students answer exam questions including application and evaluation questions undertaken in timed conditions.</p>
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Resources
<p><b>A1</b> Prezi – <a href="#">Introduction To Gender Dysphoria – Slideshare</a></p> <p><b>A1</b> NHS information sheet <b>GID</b></p> <p><a href="#">NHS: Gender Dysphoria</a></p> <p><b>A1</b> TED talk Geena Rocero</p> <p><a href="#">Geena Rocero: Why I must come out</a></p> <p><b>A2</b> Androgen Insensitivity</p> <p>Information sheet and video</p> <p><a href="#">NHS: Androgen Insensitivity Syndrome</a></p> <p><b>A2</b> Discovery Documentary: Is it a Boy or a Girl</p> <p><a href="#">YouTube: Intersex Part 1</a></p> <p><a href="#">YouTube: Intersex Part 2</a></p> <p><a href="#">YouTube: Intersex Part 3</a></p> <p><b>A3</b> <a href="#">BBC Sex ID Activities</a></p>

[BBC: Find out how your mind works!](#)

**A4** AQA Subject Specific Vocabulary Document

[AQA: Subject specific vocabulary](#)

**A5** AQA exemplar/past papers

[AQA: Assessment resources](#)

Specification content	Subject-specific skill development	Learning outcomes	Suggested learning activities (including reference to differentiation and extension activities)
<p>Week 13</p> <p>Research methods and practical for option topic 1.</p> <p>Survey of age differences in scores on Bem's BSRI.</p>	<p>Practical research design skills</p> <p>Applying knowledge of research to design a natural experiment to investigate age differences in scores on Bem's BSRI</p> <p>Applying knowledge of statistical analysis by carrying out appropriate statistical tests to analyse results from the practical</p> <p>Group work/working with others</p> <p>Problem solving skills</p> <p>Mathematical skills</p> <p>Communication skills</p>	<p>Develop practical research skills and an understanding of how scientific reports are written up, analysed and presented.</p> <p>Design, carry out and present findings of research into gender differences in performance on the "eye test".</p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>design and carry out a natural experiment</li> <li>write a set of standardised instructions and a debriefing</li> <li>select and apply an appropriate statistical test to analyse the data</li> <li>analyse and present the results of the practical, discussing conclusions and implications of the findings</li> <li>write up a method and results section of a scientific report for their practical.</li> </ul>	<p><b>A1</b> Students to work in groups to design and carry out:</p> <p><b>Either</b></p> <p><b>A1a</b> A natural/quasi experiment into age differences in performance on the BRSI</p> <p>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.</p> <p>Students to include a consideration of how they will deal with ethical issues. Justify their design decisions in a written up method section.</p> <p>Students will then go and gather data from P's and share their data with their group who will then select and apply an appropriate statistical test and</p>

			<p>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 a results section of a report.</p> <p><b>Extension task</b> 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 (example provided in resources section).</p> <p><b>OR</b></p> <p><b>A1b</b> A questionnaire/survey to investigate students' perception of gender roles in the home.</p> <p>Students should watch the YouTube clip and 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</p>
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			<p>necessary. Print the questionnaire and distribute to a sample of fellow students. Collect and analyse the responses.</p> <p>Prior to collecting the data students must submit a proposal for the teacher to check for practicality and ethics.</p> <p>Once the proposal is agreed, a written method section justifying their decisions RE the questions used and the sampling. Students then collect the data.</p> <p>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.</p>
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## Resources

**A1** [BPS Ethical guidelines for teachers and students of psychology](#)

**A1a** [Bem Androgyny Test Bem Androgyny Test](#)

**A1a** Wider reading

Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42, pp.155-162

**A1b** An Analysis of Perceptions of Gender Roles in the Home by Students

[YouTube: An Analysis of Perceptions of Gender Roles in the Home](#)

[Summary - Psychology4A.com – Gender](#)