

Mark schemes

Q1.

[AO1 = 2]

2 marks for clear and coherent knowledge with some detail.

1 mark for limited/muddled knowledge.

Possible content:

- where there is an inconsistency/conflict/incongruence between one's assigned gender, on the basis of external sexual characteristics, and the expressed gender or psychological perception of self as male or female
- a person whose biological characteristics are typically male will nevertheless feel female or a person with typically female biological characteristics will nevertheless feel male
- the difference between the expressed gender and the assigned gender is a source of distress – hence reports of being 'trapped inside the wrong body'.

Credit alternative valid material.

[2]

Q2.

[AO3 = 6]

For both the strength and the limitation, award marks as follows:

3 marks for a clear, coherent and detailed outline.

2 marks for an outline which lacks some detail.

1 mark for a very limited/muddled outline.

Possible strengths:

- use of evidence to support biological explanations, eg existence of gender dysphoria in young children; genetic evidence from twin studies (Heylens, 2012); evidence re differences in brain structure – the sexually dimorphic nucleus/BSTc (Zhou, 1995), androgen receptor research (Hare, 2009)
- ethical implications in relation to societal attitudes, eg if something is biological then a person cannot be blamed as they have no choice.

Possible limitations:

- use of evidence for alternative explanations, eg showing that gender dysphoria can be a consequence of childhood trauma or explained via the personal pathway element of gender schema theory
- some evidence shows minimal hormonal differences between people with and without gender dysphoria (Gladue 1985)
- problems with twin evidence – impossible to disentangle genetic and environmental influences
- assuming gender dysphoria is biological implies it is fixed and irreversible but many children grow out of cross-gender identification as they grow older
- issue of determining the cause of biological differences in GD

Credit other relevant strengths and limitations.

[6]