

Mark schemes

Q1.

(a) [AO1 = 2]

2 marks for a clear, coherent outline of ethnocentrism which includes explicit reference to the belief/assumption/view/judgement of cultural superiority.
1 mark for a limited/partial or muddled outline.

Possible content:

- judging other cultures according to the norms/standard/values of one's own culture
- at the extreme, believing in the superiority of one's own culture
- examples of ethnocentrism including brief explanation of why/how this illustrates ethnocentrism

Credit other relevant material.

2

(b) [AO3 = 4]

For **each** limitation award marks as follows:

2 marks for a coherent limitation which clearly and explicitly conveys the negative effect
1 mark for limited/partial or muddled limitation where the negative effect is implied.

Possible limitations:

- can lead to prejudice against other ethnic groups/out groups
- can lead to discrimination against other ethnic groups/out groups
- increases in-group, out-group identity – emphasises apparent differences between own ethnic group and others
- assumes members of an ethnic group are all the same/negates individual differences
- in psychology, has led to the adoption of a 'Western norm' which would then devalue other cultures
- findings from ethnocentric research should not be generalised to other cultures as only one culture has been studied – lack of validity.

Credit other relevant limitations and limitations embedded in examples.

4

[6]

Q2.**[AO1 = 2]****2 marks** for clear and coherent knowledge with some elaboration.**1 mark** for limited/muddled knowledge.**Possible content:**

- male-centred or male-biased view of the world
- male behaviour and masculine traits are judged to be the norm/acceptable/desirable
- female behaviour/feminine traits are judged to be abnormal/less acceptable/less desirable.

Credit alternative valid material.

[2]**Q3.****[AO3 = 2]**Award **1 mark** for **each** relevant way up to a maximum of 2 marks.**Possible ways:**

- do not extrapolate findings from research with male participants to females
OR do not extrapolate findings from research with female participants to males
- use both male and female participants in research
- involve both male and female researchers
- do not exaggerate differences between males and females where there are no real differences – avoid alpha bias
- do not minimise or ignore real differences between the behaviour of males and females – avoid beta bias
- be sensitive to male and female norms/standards when designing research/when reporting findings
- take a reflexive approach, ie constantly reflecting on own gender biases when carrying out research.

Credit other relevant suggestions.

[2]

Q4.**[AO1 = 3 AO2 = 2 AO3 = 3]**

Level	Mark	Description
4	7-8	Knowledge of gender bias in psychological research is accurate with some detail. Reference to topic 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 gender bias in psychological research is evident but there are occasional inaccuracies/omissions. Application to topic/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 gender bias in psychological research is present. Focus is mainly on description. Any application to topic/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 gender bias in psychological research is very limited. Application to topic/discussion 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:

- failure to consider adequately differences between men and women can lead to gender bias
- historically in psychology there has been predominance of research based on samples of men
- researchers might have different expectations of men and women, which might then affect research outcomes
- alpha bias – overemphasises differences between men and women
- beta bias – underestimates differences between men and women
- overemphasis on importance of biology as the driver of behaviour.

Possible application to topic:

- research into mental illness that labels anxiety as a typically 'female' symptom – hysteria (Freud)
- research into moral development that suggests women's morality might be less sophisticated than that of men (Kohlberg)
- evolutionary theory might suggest promiscuity in men is normal and acceptable whilst promiscuity in women is abnormal and unacceptable

- much work on the fight or flight response is focused on men – women's stress reaction can be different – tend and befriend
- traditional social psychological research, eg Milgram, Asch, tended to use largely male samples.

Possible discussion:

- gender bias might result in androcentrism – belief that men's behaviour represents the norm and therefore that any behaviour typical of women might be judged abnormal
- implications for interpretation of the findings and conclusions from psychological research/how the research might be used in society, eg creating/reinforcing prejudice and stereotypes
- need to reinforce views that men and women are more similar than they are different – notion of universality
- promoting the idea that not all members of a sex are the same
- ways of avoiding gender bias, eg studying women in a women only environment.

Credit other relevant material.

[8]

Q5.

[AO1 = 2]

2 marks for a clear and coherent answer with some elaboration.

1 mark for a limited/muddled answer.

Content

The idea that a behaviour can only be properly understood/only has meaning/only makes sense in the context of the norms and values of the society or culture in which it occurs.

Max 1 mark for reference to norms/normal behaviours/values as specific to a culture **or** for noting that it is inappropriate to study only one culture then make generalisations.

Credit alternative valid outlines.

[2]

Q6.**[AO3 = 2]**

Award **1 mark** for **each** relevant way up to a maximum of 2 marks.

Possible ways:

- do not attempt to extrapolate findings/theories to cultures that are not represented in the research sample
- use researchers who are native to/familiar with/immersed in the culture being investigated
- carry out cross-cultural research rather than research with a sole culture
- do not assume universal norms/standards across different cultures
- be sensitive to cultural norms/standards when designing research/when reporting findings
- study single culture to understand that culture (emic approach)
- taking a reflexive approach ie constantly reflecting on own biases when carrying out research

Credit other relevant suggestions.

[2]