

## Year 11 Psychology

### 3.1.1 Biological Psychology: Sex and Gender

#### **Key Concepts**

Candidates should be able to:

- Distinguish between sex and gender
- Outline the concepts of masculinity, femininity and androgyny

#### **Core Theory: Biological Theory**

Candidates should be able to

- Outline the role of chromosomes in typical gender development
- Outline the role of gonads and hormone production in typical gender and development
- Describe basic evolutionary sex differences in human behaviour
- Explain the criticisms of the biological theory of gender development
- Consider psychoanalytic theory as an alternative theory, with specific reference to the role of the Oedipus/Electra complex in gender development

#### **Core Study: Diamond and Sigmundson (1997)**

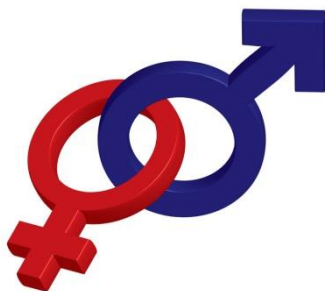
Candidates should be able to:

- Describe Diamond and Sigmundson's case study of the castrated twin boy raised as a girl
- Outline limitations of Diamond and Sigmundson's study

#### **Application of research: equal opportunities for the sexes**

Candidates should be able to:

- Explain how psychological research relates to equal opportunities for the sexes, e.g. sex typing in education, gender roles at work, natural differences in choice of leisure activities



## Lessons 1 and 2:Key Concepts

### Learning objectives

1. Distinguish between sex and gender
2. Outline the concepts of masculinity, femininity and gender

### Activity 1

Female traits	Male traits

**Assertive**

**Caring**

**Daring**

**Humorous**

**Patronising**

**Athletic**

**Competitive**

**Flirtatious**

**Immature**

**Shy**

**Big-headed**

**Considerate**

**Forgiving**

**Intelligent**

**Sly**

**Bitchy**

**Creative**

**Gossip**

**Logical**

**Sympathetic**

### Activity 2 - Define

SEX	
GENDER	

## BEM - GENDER TRAITS - PSYCHOLOGICAL ANDROGYNY

### MASCULINITY

A type of gender where an individual shows high levels of both masculine and feminine traits

### FEMININITY

A gender term associated with male traits/roles

### ANDROGYNY

A gender term associated with female traits/roles



### Activity 2 - complete The Bem Sex-Role Inventory

The following items are from the Bem Sex-Role Inventory. Rate yourself on each item, on a scale from:

**1 (never or almost never true) to 7 (always or almost always true)**

1. self-reliant
2. yielding
3. helpful
4. defends own beliefs
5. cheerful
6. moody
7. independent
8. shy
9. conscientious
10. athletic
11. affectionate
12. theatrical
13. assertive
14. flatterable
15. happy
16. strong personality
17. loyal
18. unpredictable
19. forceful

20. feminine
21. reliable
22. analytical
23. sympathetic
24. jealous
25. has leadership abilities
26. sensitive to the needs of others
27. truthful
28. willing to take risks
29. understanding
30. secretive
31. makes decisions easily
32. compassionate
33. sincere
34. self-sufficient
35. eager to soothe hurt feelings
36. conceited
37. dominant
38. soft-spoken
39. likable
40. masculine
41. warm
42. solemn
43. willing to take a stand
44. tender
45. friendly
46. aggressive
47. gullible
48. inefficient
49. acts as a leader
50. childlike
51. adaptable
52. individualistic
53. does not use harsh language
54. unsystematic
55. competitive
56. loves children
57. tactful
58. ambitious
59. gentle
60. conventional

**Scoring:**

Add up your ratings for items 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 55 and 58. Divide the total by 20.

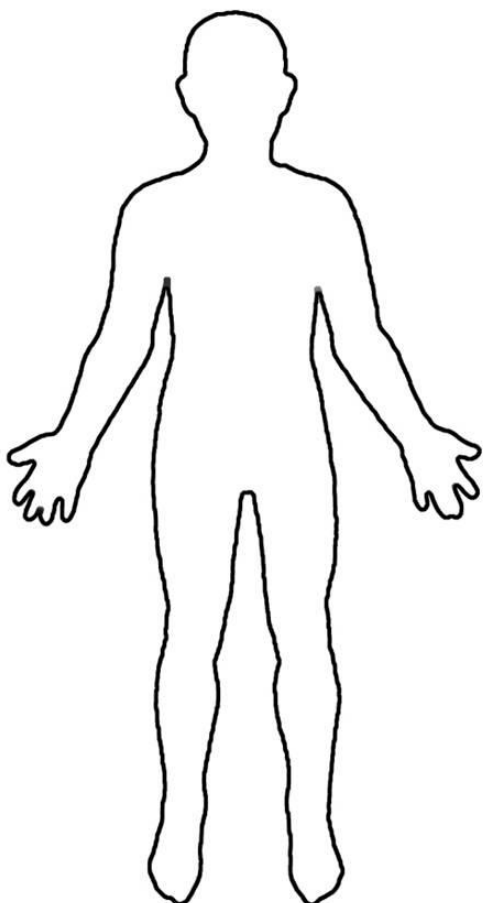
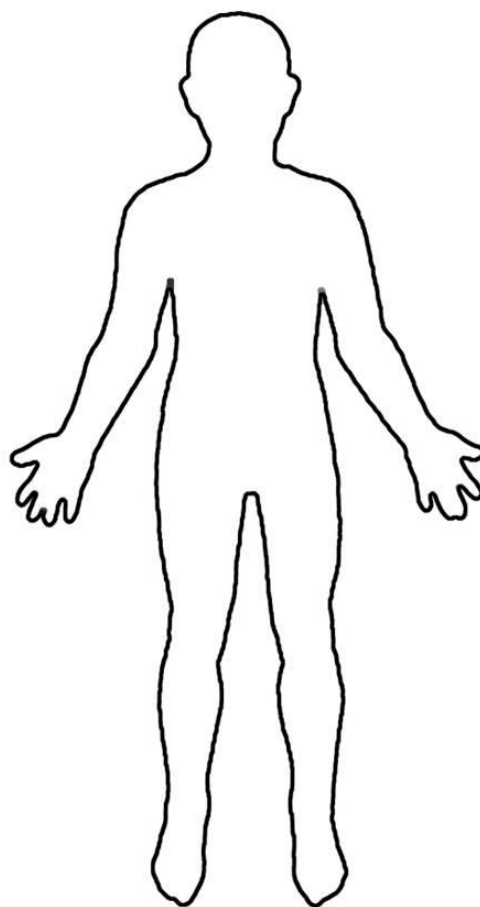
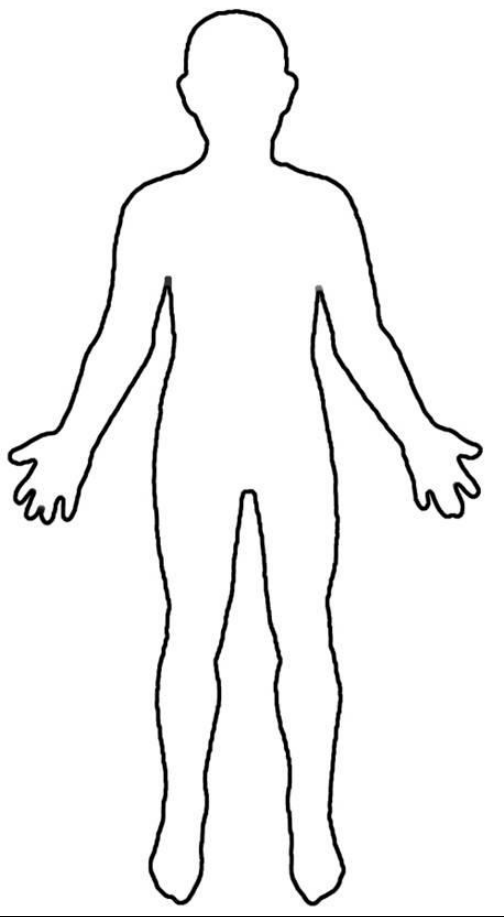
This is your masculinity score.

Add up your ratings for items 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, and 59. Divide the total by 20.

This is your femininity score.

If your masculinity score is above 4.9 (the approximate median for the masculinity scale) and your femininity score is above 4.9 (the approximate femininity median), then you would be classified as androgynous on Bem's scale.

Activity 3 - Character drawings - male, female and androgynous



**Activity 4** What evidence is there that gender roles have changed over time?

Does this evidence really convince people that things have changed?

To what extent do you think an individual can change their own gender?

**Activity 5**

Claire is a 4 year old girl who enjoys playing with train sets and helping her dad to service his car. Claire's mother is concerned that her daughter is not very 'lady-like'. Her mother thinks they should make a greater effort to bring up Claire to be more feminine. Claire's father is not so bothered, and even argues that they cannot change the way Claire is. 'It's in her nature,' he says.

1. Identify Claire's sex
2. Identify Claire's gender
3. State which parent believes in the biological approach to gender development.

**Lesson 3: Core Theory - Biological Approach**

**Activity 1 - matched pairs**

HORMONE	A HORMONE COMMONLY ASSOCIATED WITH WOMEN
OESTROGEN	A CHEMICAL PRODUCED BY THE BODY THAT AFFECTS CELLS AND ORGANS
CHROMOSOME	A HORMONE COMMONLY ASSOCIATED WITH MEN
TESTOSTERONE	A PART OF A CELL THAT CONTAINS GENETIC INFORMATION
SEX CHROMOSOMES	A PAIR OF CHROMOSOMES THAT TELL US IF SOMEONE IS A GIRL OR A BOY

**Learning Objectives**

Outline the roles of the following in gender development

- hormones
- gonads
- chromosomes

**Activity 2 - What is a chromosome?**



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**Which pair of chromosomes does the male have?**

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**Which pair of chromosomes does the female have?**

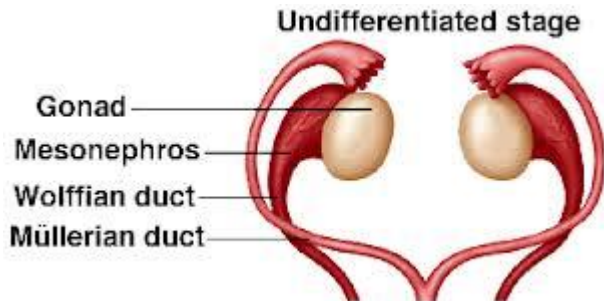
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### Development of the foetus

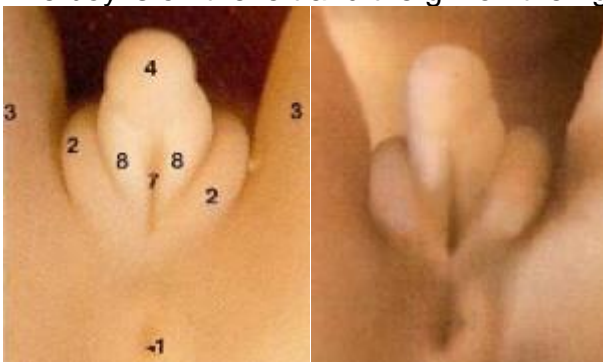
Add notes to the picture below



1. Anus
2. Labioscrotal folds
3. Legs
4. Genital tuber
7. Urethral groove
8. Urogenital folds

At the ninth week, there are not yet any notable differences.

The boy is on the left and the girl on the right. You find the same structures on both fetus.



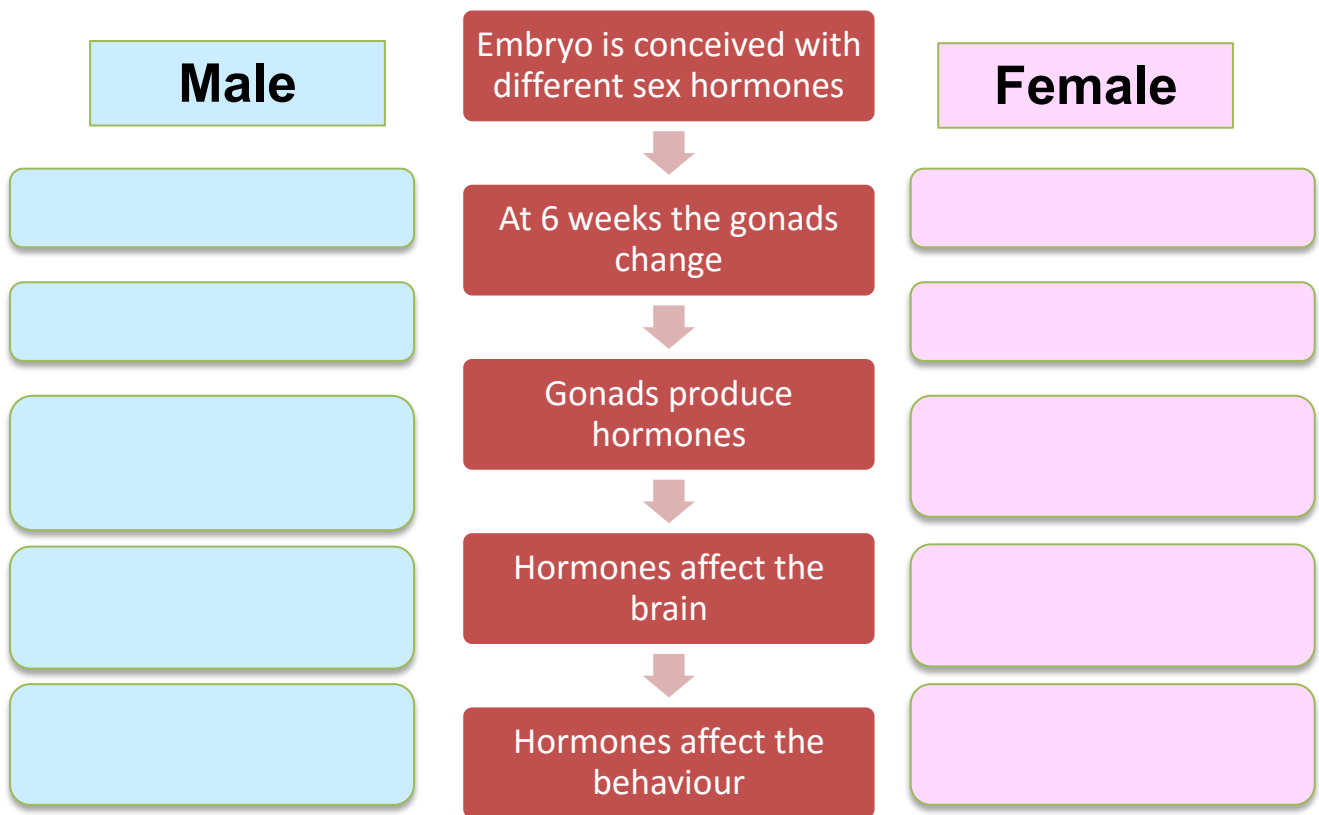
Boy

Girl

The effect of hormones

MALES

FEMALES



Extension

Can you write any questions based on your flow chart?

Plenary - Which sex and gender words can you remember?

## Lesson 4: Core theory Part 2

### Lesson Objectives

**Activity 1** - Describe basic evolutionary sex differences in human behaviour

What does Biological theory state about animal behaviour?

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What does this mean for men and women?

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**Activity 2** - With the knowledge you now have choose two masculine and feminine traits from the list below

Assertive	Athletic	Big headed	Bitchy
Caring	Competitive	Considerate	Creative
Daring	Flirtatious	Forgiving	Gossip
Humorous	Shy	Intelligent	Logical
Patronising	Immature	Sly	Sympathetic

Using the idea of instinct and evolution, explain how this trait is more associated with that sex than the other

E.g. Males need to be more athletic to compete for resources

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**Lesson 5: Criticising the Biological (core) Theory**

**Learning Objectives**

Explain the criticisms of the biological theory of gender development

What makes the man a male?

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**Add notes next to the pictures to explain the criticisms**

The biological approach ignores the idea that gender roles may be learnt.



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Biology is relatively fixed, yet gender roles can change.



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If all men are biologically similar and all women are biologically similar, why do the two sexes show such a range of behaviours?

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<http://www.youtube.com/watch?v=8nxEzZ3hPA0>

Lesson 6

Task: Exam style Questions

1) How have gender roles changed over time?

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2) How do you think these changes can be explained?

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3) Explain the difference between sex and gender (3 marks)

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4) Write a plan for the 10 mark question "outline and evaluate the biological theory of gender development"

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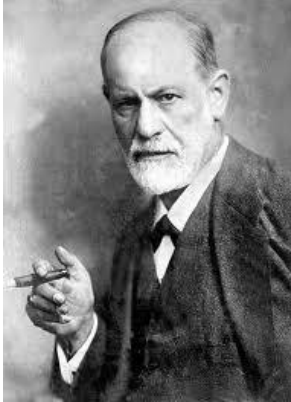
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## Lesson 7: Alternative theory - Psychodynamic Approach

### Learning Objectives

Outline the Oedipus and Electra complex

Explain how these affect gender development



Sigmund Freud (1856 - 1939)

- Well known for his theory of the unconscious mind and the defense mechanism of 'repression'
- Redefined sexual desire as a drive in human wish fulfillment
- Famous for dream analysis, talking therapy and stages of psychosexual development...
- And he talks about sex...a lot!

### The Oedipus Complex



<https://www.youtube.com/watch?v=pIzyiE9ArdQ>

### The Electra Complex





**Activity 1 - Matched pairs**

OEDIPUS COMPLEX	A BOY WANTS TO SLEEP IN BETWEEN HIS MOTHER AND FATHER
ELECTRA COMPLEX	A GIRL DREAMS ABOUT LIVING IN A BIG TOWER
PENIS ENVY	A BOY HIDES HIS 'PRIVATES' FROM HIS FATHER
CASTRATION ANXIETY	A BOY HELPS HIS FATHER TO WASH THE CAR
IDENTIFICATION	A GIRL WANTS TO MARRY HER FATHER

**Put the following in the correct order - Oedipus complex**

1. Boy sees father as a rival for his mother's attention, and wishes to kill him.	
2. Boy starts to desire his mother, and wants to have sex with her.	
3. This leads to the development of the superego. The boy substitutes his desire for his mother into desire for other women.	
4. The boy is in a state of conflict. He resolves this by internalising and identifying with his father.	
5. He fears that if his father finds out about his feelings for his mother, he will castrate him.	

**Put the following in the correct order - Electra complex**

1. The girl begins to develop penis envy. She blames her mother for removing her penis.	
2. She starts to sexually desire her father who has a penis	
3. The superego develops, as does gender identity. She replaces penis envy with desire for a baby.	
4. The girl sees her mother as a sexual rival for her father.	
5. To resolve this, the girl identifies with her mother so that she can have her father.	


**Comic Strip**

Complete your comic strip for the Oedipus complex

## Lesson 8: The Core Study - Diamond and Sigmundson

### Learning Objectives

Outline the core study



What is the difference between the two sets of twins?

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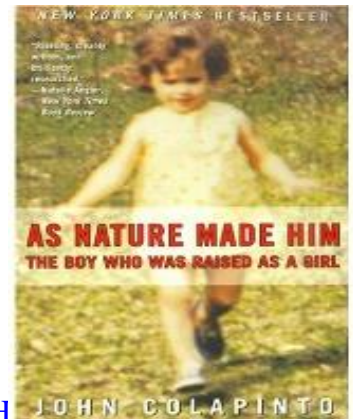
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### Diamond and Sigmundson (1987)

**Aim:** to show that children cannot be nurtured' or socialised into gender roles, it is an innate and instinctive role we are born with

**Procedure:** Case study - in-depth study of one person or a small group



**Notes from the video** - <https://www.youtube.com/watch?v=QeSvkE9ZtH>

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3) Give one piece of evidence that suggested Brenda's gender was feminine

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4) Give the gender of Brenda after puberty

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5) Outline how the study supports the biological approach

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6) Briefly explain why it was useful for the researchers that Bruce had a twin brother

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7) Describe the ethical problems raised by this study

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8) Explain why the findings from the case study may be unreliable

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## Lesson 9: Criticising the Core Study

### Lesson Objectives

Outline advantages and disadvantages of case studies

Evaluate Diamond & Sigmund's research

In no more than five sentences, what did Diamond and Sigmundson do?

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Can you make it into five words?

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### Case Studies

In depth study of one \_\_\_\_\_  
or a small \_\_\_\_\_ of  
participants.

Can be looking at past \_\_\_\_\_  
e.g. medical history, family history.

Often studied because the sample is  
\_\_\_\_\_ in some way

✓ Rich \_\_\_\_\_ about people you  
want to study

✓ High \_\_\_\_\_ validity as  
often in natural  
\_\_\_\_\_

x Time \_\_\_\_\_

x Hard to \_\_\_\_\_ as only  
small amount of  
\_\_\_\_\_

Consuming	participants	ecological	person	records
Unusual	group	setting	generalise	detail

Read the limitations of the study in the textbook

Pick one of the following tasks and complete on lined paper

- 1) Outline and evaluate Diamond and Sigmundson's study into gender development (10 marks)
- 2) Write a newspaper article explaining how the study is flawed
- 3) Create an interview transcript between a TV show host and the researchers, challenging

## Lesson 10: Applications of the research

### Learning Objectives

Define equal opportunities

Explain how equal opportunities can be applied in different situations

What does equal opportunities mean?

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Make notes on the pictures below, based on what you have learnt.





Imagine you are a teacher in charge of organising a fun activity day for 10 - 11 year olds. The idea is to think up lots of games they could play inside and outside. One of your colleagues suggests that you might want to organise different games for boys and girls because, in his words, 'they naturally like different things'.

How would you argue that boys and girls are capable of taking part in the same activities?

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What activities would you choose and why?

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## Equal opportunities in the Workplace

Although girls do better in education, in the workplace it seems as if men get more promotions and better pay when at work

### Homework

Read the information on sex discrimination at [www.direct.gov.uk](http://www.direct.gov.uk)

Consider these two questions:

- 1) Do you think that sex discrimination laws assume that males and females are born equal? Give reasons why

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- 2) Can you think of any circumstances in which male and female employees would have to be treated differently because of natural differences?

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### Revision Questions

- 1) Define **sex** and **gender** (2 marks)
- 2) What is Androgyny? (2 marks)
- 3) Describe the difference between 'sex' and 'gender' (3 marks)
- 4) What is a hormone? (2 marks)
- 5) Name the male and female hormones (2 marks)
- 6) Outline the biological approach to gender development (6 marks)
- 7) Outline the male and female sex chromosomes (2 marks)
- 8) How have our genders 'evolved' according to the biological approach (4 marks)
- 9) Outline **two** criticisms of the Biological Approach (4 marks)
- 10) Outline the psychodynamic approach to gender development (4 marks)
- 11) Outline and evaluate one theory of gender development (10 marks)
- 12) Explain the difference between identical and fraternal twins (3 marks)
- 13) What was the aim of Sigmund and Diamondson's study into gender development? (2 marks)
- 14) Outline the results in the case study of 'Brenda' (4 marks)
- 15) Give **one** advantage and **one** disadvantage of using a case study (4 marks)
- 16) What ethical problems are there in Diamond and Sigmundson's study? (3 marks)
- 17) Outline and evaluate one study into gender development (10 marks)
- 18) How can research into gender development be applied to the workplace? (3 marks)
- 19) How can research into gender development be applied in education? (3 marks)

GOOD LUCK!