10.1 Biological Explanations of Gender Development: Test Pack

AQA 7182 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Outline the distinction between 'sex' and 'gender', and state which term refers to biological differences and which to social or psychological roles.

(Total for Question 1 is 2 marks)

2 Identify two ethical or social issues raised by brain-organisation theory and explain a social implication of each.

(Total for Question 2 is 4 marks)

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3 Outline the chromosomal explanation for typical sex development, including the usual sex chromosome pairs and their role in gonadal development.

(Total for Question 3 is 3 marks)

4 Explain one strength of atypical sex chromosome research for supporting biological explanations of gender development.

(Total for Question 4 is 4 marks)

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Mark scheme · 10.1 Biological Explanations of Gender Development: Test Pack

Question 1

defines 'sex' as biological characteristics, e.g. chromosomal and anatomical differences between males and females oe	**B1**
defines 'gender' as social or psychological roles/identities, e.g. cultural expectations about masculinity and femininity oe	**B1**

Answer: Sex refers to biological characteristics such as chromosomes and anatomy; gender refers to social and psychological roles, identities and expectations.

Question 2

identifies an issue, e.g. the risk of stereotyping or legitimising gender inequality based on supposed brain differences oe	**B1**
explains a social implication, e.g. such claims could be used to justify excluding women from certain roles or to limit individuals' choices oe	**B1**
identifies a second linked point, e.g. ethical concerns about determinism or the potential misuse of biological findings by policymakers oe	**B1**
briefly explains why this matters, e.g. deterministic interpretations can reduce support for social change and reinforce discrimination oe	**B1**

Answer: Issue: brain-organisation claims risk reinforcing stereotypes or legitimising inequality. Implication: such claims could be used to justify excluding people from roles or limit choices, and deterministic readings could reduce support for social change and increase discrimination.

Question 3

states typical chromosomal pairs: XY for genetic males and XX for genetic females oe	**M1**
explains that presence of the Y chromosome, specifically the SRY gene, typically triggers development of testes, while its absence leads to ovarian development oe	**A1**
links gonadal development to later hormonal secretion that influences sexual differentiation oe	**A1**

Answer: Typical chromosomal pairs are XY (male) and XX (female). The Y chromosome carries the SRY gene which usually triggers testes development; without it ovaries form, and the resulting gonads then produce hormones that drive further sexual differentiation.

Question 4

identifies a strength, e.g. provides natural experiments allowing inference about biological causes oe	**M1**
explains that atypical chromosomes create clear biological differences (extra or missing sex chromosome) that correlate with physical and some cognitive/behavioural differences oe	**A1**
develops why this matters: such correlations increase confidence that genes/hormones have causal roles, since social experience alone is less likely to explain the consistent physiological differences oe	**A1**
gives a short example, e.g. XXY males often have lower testosterone and some language difficulties, linking biology to outcome oe	**A1**

Answer: Atypical sex chromosome research provides natural experiments: chromosomal differences produce consistent physiological and some cognitive differences, for example XXY males have lower testosterone and language difficulties. This strengthens the inference that genes and hormones causally influence sex-typed traits, beyond social explanations.

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