**Godalming College**

Booklet Checked by: \_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: U/S 1 2 3

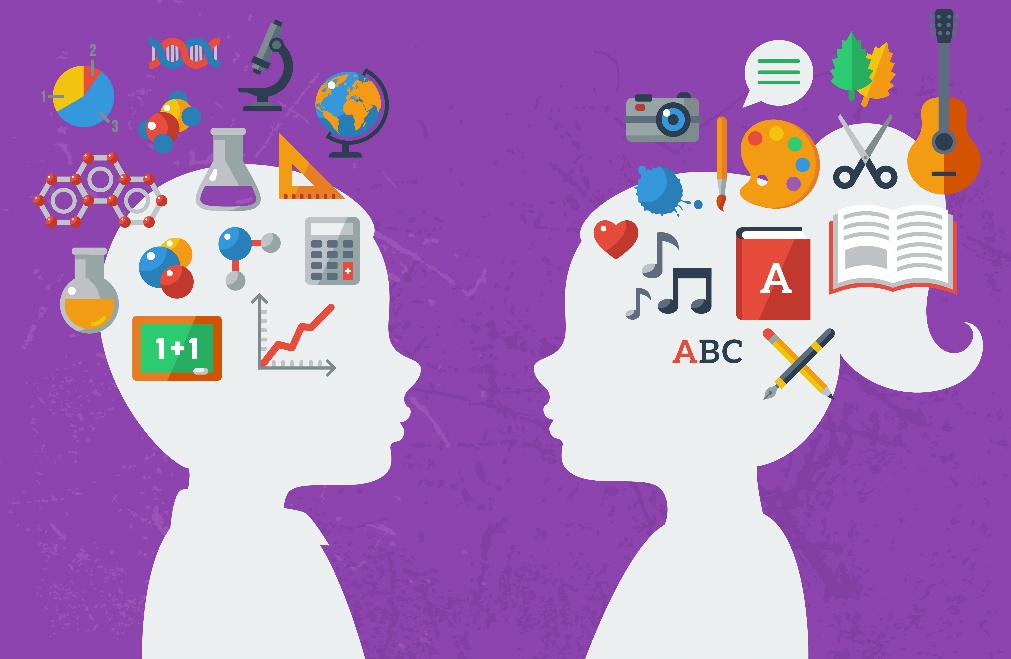
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**Sociology and Anthropology Department**

**Why are there gender based differences in Education?**

**-The Gender Gap in achievement- why do girls outperform boys?**

**- Gender and subject choice – why do boys and girls choose different subjects?**



**WORKBOOK 3**

**SOCIOLOGY OF EDUCATION (Paper 1)**

|  |  |  |
| --- | --- | --- |
| Name: | Set: | Group: |

AQA Specification

**Students are expected to be familiar with sociological explanations of the following content:**

* Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
* Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning

**Learning objectives**

Tick the boxes when you feel confident you have a high level of understanding of the following:

|  |  |
| --- | --- |
| **Objective** | **Tick if met** |
| Be able to describe the pattern of gender differences in educational achievement |  |
| Understand the difference between internal and external factors affecting achievement, providing detailed examples of each and evidence to support explanations |  |
| Be able to evaluate and analyse the role of different external and internal factors, both separately and combined, providing research and evidence to support points |  |
| Be able to discuss the relationship between gender and class (and ethnicity) |  |
| To be able to evaluate the significance of gender identity in explaining subject choice and achievement |  |

**GENDER: SOME KEY CONCEPTS**

**What do we mean by gender?**

**What forms our gender identity?**

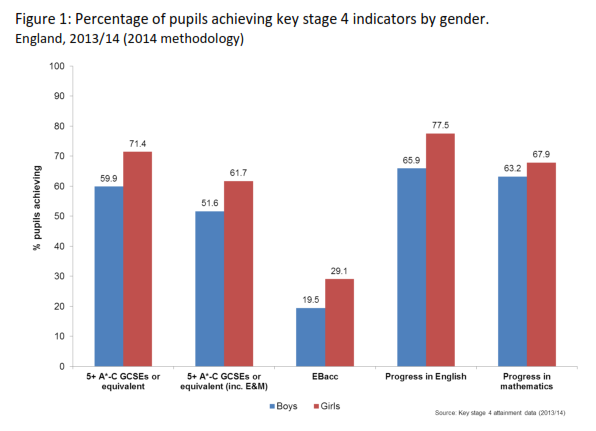
Gender Identity

**What are gender roles?**

**Define and give examples for:**

|  |  |
| --- | --- |
| **Hegemonic femininity** | **Hegemonic masculinity** |
| **Definition:** | **Definition:** |
| **Examples:** | **Examples:** |

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| --- |
| **Gender and Achievement** |



Girls are on the right of each pair of bars

**Activity:** Looking at the table above andpage 51 of the Webb textbook. Explain in your own words what the differences are in the achievement of boys and girls in education.

**What reasons could there be for this?** (You may be able to apply some internal reasons you learnt about in class and education, to the issue of gender)

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| --- | --- |
| **Internal** | **External** |
|  |  |

**THE FACTS**

* Girls do better at every stage in the National Curriculum Tests
* Girls are more successful than boys in most GCSE subjects (although boys are catching up)
* In 2013 66% of girls got 5 A\*-C grades at GCSE and 54% of boys. This is particularly apparent in English GCSE with 70% of girls getting A\*-C compared to 54% of boys
* Girls also get a higher proportion of A grades than boys
* They are also more likely to get 2:1 or First degree grades
* A higher proportion of females stay on in sixth form and post 18 education

What questions would a sociologist be interested in posing to find out about these issues?

**So does this mean complete equality has been achieved for all girls in the education system?**

Not necessarily.

* Many girls are still underachieving. There is a difference between the achievement of middle class and working class girls.
* Middle class boys outperform working class girls. Girls eligible for free school meals also underperform compared to both boys and girls not eligible for free school meals
* Girls and boys also tend to choose different subjects – arts for girls and science for boys
* Girls also achieve fewer high grade A levels than boys with the same GCSE results
* Women with similar qualifications to men have less employment opportunities than men

**But what about boys?**

* Overall however boys tend to achieve less in the education. This is particularly apparent for working class boys and specifically those eligible for free school meals
* We should however remember that boys are still doing well in the system, and continuing to improve their results each year

We must remember that class, gender and ethnicity cannot be looked at in isolation. Middle class, white students, regardless of gender, tend to fare better in the education system overall.

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| **External explanations for the gender gap.**  **External reasons why girls are doing better**  **External reasons why boys underachieve** |

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| **Why are girls outperforming boys?**  **External explanations** |

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| --- | --- |
| **Reason** | **Study/Evidence** |
| **The Impact of the women’s movement and Feminism**  Feminists have challenged the traditional stereotype of a woman’s role as exclusively that of mother and housewife in a patriarchal nuclear family and inferior to men outside the home, in work, education and the law.  This has raised women’s expectations and esteem – girls’ lives and aspirations reflect this. | Media evidence - **Angela McRobbie** found that girls’ magazines in the 1970s emphasized the importance of getting married and not being ‘left on the shelf’ whilst nowadays they contain images of assertive, independent women. |
| **The Family**  There have been major changes in the family since 1970s these include; increases in the divorce rate, increase in cohabitation and a decrease in the number of first marriages, an increase in lone-parent families and smaller families in general.  Family insecurity may make marriage no longer a viable “career” for girls. | The work of Sue Sharpe shows this change in aspiration. Love and marriage no longer “come first”. |
| **Changes in the Position of Women in employment**  There are growing employment opportunities for women in the service sector.  As a consequences, girls may have become more ambitious, and less likely to see a home and family as their main aim in life. Many girls growing up today have mothers in paid employment - provide positive role models. The future involves paid employment, often combined with family responsibilities. | See Sue Sharpe above.  Legislation such as   * Equal Pay Act 1970, * Sexual Discrimination Act 1975 * Equality act 2010 |
| **Girls ambition**  With role models in the media and in the home and a belief in equality between the sexes, girls’ aspirations had grown to include a career before, during or even instead of marriage. | Sue Sharpe’s interviews with girls in the 1970s and 1990s show a major shift in the way girls see their future.  In 1974, the girls had low aspirations: educational success was unfeminine and appearing to be ambitious was unattractive. Their priorities were ‘love, marriage, husbands, children, jobs, and careers, more or less in that order’.  By the 1990s this had reversed |
| **Maturity**  Girls are thought to mature earlier, physically and emotionally (by the age of 16 girls are estimate to be more mature than boys, by up to 2 years). They work harder and they are better motivated with more peer-group support. Girls are more likely to view exams in a far more responsible way |  |

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| **Why are boys underachieving?**  **External explanations** | |
| **Globalisation and declining traditional male employment opportunities**  Since the 1980s, a significant decline in the primary sector and heavy industries such as iron and steel, shipbuilding, mining, and engineering. Partly the result of the globalisation of the economy, which lead to industry relocating to developing countries. Traditionally these industries were mainly employed by men and associated with masculinity | **Male identity crisis**  Mac an Ghaill suggests the decline in traditional male working-class jobs is a factor explaining why in particular working-class boys underperform. They lack motivation and ambition because of limited prospects, and qualifications will make no difference. Boys and men having a lower expectations, a low self-image and a low self-esteem has led to the collapse of the traditional male breadwinner role. |
| **Hegemonic masculinity**  A highly stereotypical view of how men should act and present themselves - called hegemonic because it crowds out other masculine styles such as artistic and gay masculine identities.  The traditional view of a man involves lack of housework and childcare. Instead man is a risk taker, independent and self-reliant.  This style of masculinity stresses toughness, competition and aggression.  Young men are put under a lot of pressure to present themselves as hard, strong and independent.  They learn to conceal any ‘girly’ signs of gentleness and kindness. | Connell 1995- involves the study of domination over women and the power of some men over other (often minority groups of) men.  Renold 2001- demonstrates the power of hegemonic masculinity in her study of boys in final year of primary school. Some are gentle, academic, artistic and non-sporty and risk being teased and ridiculed for being geeks and nerds rather than ‘real’ boys. Although they continue to study hard, they adopt strategies to avoid being seen as feminine, joining in with the bullying of other studious boys or sometimes behave badly in order to disguise their positive attitude towards study. They also ridicule girls seen as too academic, and boys with poor sporting skills |
| **Over estimation of ability**  Boys and girls feel differently about their own ability, with most boys overestimating their ability, and girls underestimating theirs.  Boys feel that they are bright and capable but at the same time they say they don’t like school and they just coast along rather than rise up to the challenge of academic work, and they don’t work enough to get the results of which they think they are capable. | Stanworth (1983) and Licht and Dweck (1987) found girls lacked confidence in and underestimating their ability, and felt undervalued in the classroom.  Paradoxically greater anxiety might lead to greater success.  Research by Barber (1996) showed ‘that more boys than girls think that they are able or very able, and fewer boys than girls think they are “below average”’. Yet GCSE results show the opposite.  Francis (1998-9) found boys thought it was easier to coast exams. When boys do fail they blame it on school or not putting in effort rather than their ability. |

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| **Why are girls outperforming boys?**  **Internal Factors** | |
| **Labelling and the self-fulfilling prophecy**  The ways in which teachers interact with girls and boys in schools differ  Evidence suggests that staff are stricter with boys as with girls - ore likely to extend deadlines for work, to have lower expectations tolerate more bad behaviour.  These lower expectations may create a self-fulfilling prophecy which contributes to boys lower achievement. | Jane and Peter French found that although boys receive more attention due to being reprimanded, boys feel that they are disciplined more harshly than girls - this causes them to create a self-fulfilling prophecy that they will fail as they are getting told off more severely than girls and so have a negative view towards education. |
| **Equal Opportunity Policies**  Feminist ideas have had a major impact on the education system. Those who run the system are much more aware of gender issues and teachers are more sensitive to the need to avoid gender stereotype. The belief that boys and girls are equally capable and entitled to the same opportunities is now mainstream thinking in education and influences educational policies | Policies such as GIST and WISE encourage girls to pursue careers in science - a non-traditional areas. Female scientists visit schools as role models, raising girls’ aspirations. Learning materials in science now reflect girls’ interests.  The National Curriculum (1988), removed one source of gender inequality by making girls and boys study the same subjects which was often not the case before.  Joe Boaler 1998 saw the impact of equal opportunities policies as a key reason for the changed in girls achievement. Many of the barriers have been removed and schools have become more meritocratic so that girls who generally work harder than boys achieve more overall. |
| **Positive role models in school**  An increase in the amount of female leaders in schools. Women in senior roles act as good role models for female students as it demonstrates that women can achieve as much as or more than men and girls feel empowered in and out of school.  Female teachers would have had to undertake intense and lengthy education and training and this may also encourage girls to work hard in school to achieve what their role models have. | 14% of primary school teachers are male and according to YouGov (2007), 39% of 8-11 year old boys have no lessons with a male teacher. |
| **Challenging gender stereotypes**  Sociologists argue that by removing gender stereotypes from textbook, reading schemes and other learning materials has removed the barrier to girls achievement. | **Gaby Weiner (1995)**  Argues that since the 1980’s, teachers have challenged such stereotypes.  In general sexist images have been removed from learning materials.  This has helped to raise girls achievement by presenting them with positive images of what girls can do. |
| **Marketization**  Marketisation policies have created a more competitive climate in which schools see girls as desirable recruits because they achieve better in exam results.  As a result, boys may be seen as ‘liability students’- obstacles to the school improving its league table scores. | Dave Jackson (1988)- introduction of exam league tables has improved opportunities for girls: high-achieving girls are attractive to schools, whereas low-achieving boys are not. Creates a self-fulfilling prophecy- girls are more likely to be recruited by good schools, they are more likely to do well.  -Roger lee (1998)- boys are less attractive to schools because they are more likely to suffer from behavioural difficulties and are four times more likely to be excluded. |

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| **Why are boys underachieving?**  **Internal Factors** | |
| **Labelling and the self-fulfilling prophecy**  The ways in which teachers interact with girls and boys in schools differ  Evidence suggests that staff are stricter with boys as with girls - more likely to extend deadlines for work, to have lower expectations tolerate more bad behaviour.  These lower expectations may create a self-fulfilling prophecy which contributes to boys’ lower achievement. | Jane and Peter French found that although boys receive more attention due to being reprimanded, boys feel that they are disciplined more harshly than girls - this causes them to create a self-fulfilling prophecy that they will fail as they are getting told off more severely than girls and so have a negative view towards education.  Becky Francis (2000) she found that mixed gender classrooms tended to be dominated by boys, since they tend to monopolize space in the classroom and playground. |
| **Anti-School Subcultures**  Boys may gain peer group status by not working and some develop a laddish, anti-education, anti-learning subculture, where school work is seen as ‘girly’ and ‘unmacho’, and where it is not ‘cool’ to work hard or achieve at school. This may explain why boys are often less conscientious and lack the persistence and application required for exam success | Paul Willis (1977) identified the values of the “lads” as resistance to the school forming an anti-school subculture  Francis’ (2000) research confirmed the view of boys achieving more peer-group macho status by resisting teachers and schools, through laddish behaviour like messing about in class and not getting on with their work, contributing to their underachievement. |
| **Feminisation of the Curriculum**  Tony Sewell claims our education system has become ‘feminised’. Schools no longer nurture masculine qualities such as competitiveness and leadership.  They focus on qualities more closely associated with girls instead. (Methodical working, attentiveness in class. | Sewell saw coursework as a major cause of gender differences in achievement. He argues that some coursework needs to be replaced with final exams and a greater emphasis must be placed on outdoor activity/adventure in the curriculum.  Recent exam reforms have tended to downplay or eliminate coursework. |
| **Lack of male role models**  Boys lack male role models at school and at home.  Most boys surveyed are said to behave better and work harder in the presence of a male teacher.  It is believed that the primary school has become feminised and female staff are unable to control boys’ behaviour. This view says that male teachers are more able to impose a strict discipline that boys need in order to concentrate. | Large numbers of boys are being brought up in the 1.5 million female headed lone parent families in the UK.  14% of primary school teachers are male.  According to Yougov, 39% of 8-11 year old boys have no lessons whatsoever with a male teacher . |

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| **Identity, Class and Achievement** |

Girls from working class backgrounds will achieve less GCSEs than girls from middle class backgrounds. Using your knowledge of Archer et al (2010) and the textbook (p.55-56), explain in more detail the reasons identified that explain why working class girls are less successful in the education system.

|  |  |
| --- | --- |
| **Symbolic capital** |  |
| **Hyper-heterosexual feminine identities** |  |
| **Boyfriends** |  |
| **Being ‘loud’** |  |
| **Working class girls’ dilemma** |  |
| **Successful working class girls** |  |

**What do Feminists think of girl’s achievements?**

**Liberal Feminists**

They believe that equality can be achieved gradually, through changes in the law and policies. They take a positive view and celebrate the progress made so far by girls in the education system. They believe that the progress is ongoing however and that continuing to implement more equal opportunities polices and positive role models will continue to encourage equality and girls achievements.

**Radical Feminists**

While they can see that girls are achieving well in the education system, they argue that education remains a patriarchal system, which is shown in the following ways…

* Girls are sexually harassed at school
* Education continues to stereotype career options and subject choices
* Male teachers are still more likely to become heads of secondary schools (in which heads are paid more than primary)
* Women are under-represented in many areas of learning – for example female contributions to history and science.
* Some argue that due to the patriarchal nature of education, girls could be achieving more than they currently are

|  |
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| **Evaluation of External and Internal factors**   * Jackson et al (2010) argue that educational policy has ignored girls in recent years. They argue that focusing on ways to raise boys achievements can have negative consequences on girls, by ignoring problems such as peer pressure and demands for femininity that affect girls. * Feminists argue that there is a ‘panic’ about boys failing as the ‘norm’ tends to believe that it should be boys who achieve better than girls. Ringrose (2013) argues that it reflects a fear that underachieving working class boys will grow up to becoming a threat to society. * Osler (2006) also argues that the focus on boys underachieving has led to a neglect of girls. She states that girl’s disengagement from school is often quieter and therefore missed. * Read (2008) believes that school is not becoming feminized and that female teachers were just as in tune with the kind of discipline boys need * Jones (2006) notes that while schools are often female dominated, male teachers are often more likely to be Headteachers, particularly of secondary schools – with men having a 1 in 4 chance of becoming a head and females a 1 in 13 * You cannot separate gender from class and ethnicity. Girls and boys from the same class often get similar results. Girls from the highest class are much more likely to achieve five good GCSEs than those from the lowest. * Male-female differences in A level language examination results are small * The relationships between physical and intellectual maturity are uncertain * Gender differences in examination results cannot be explained only by the presence or absence of coursework. * Psycho-biological explanations tend to be offered as total explanations, but seem to falter when the changing historical pattern of educational success is taken into account |

**Activity: Summarise the four most significant factors (that you think are most important) from the list above**

**1.**

**2.**

**3.**

**4.**

|  |
| --- |
| **Gender and Subject Choice: Why do girls and boys choose different subjects?** |

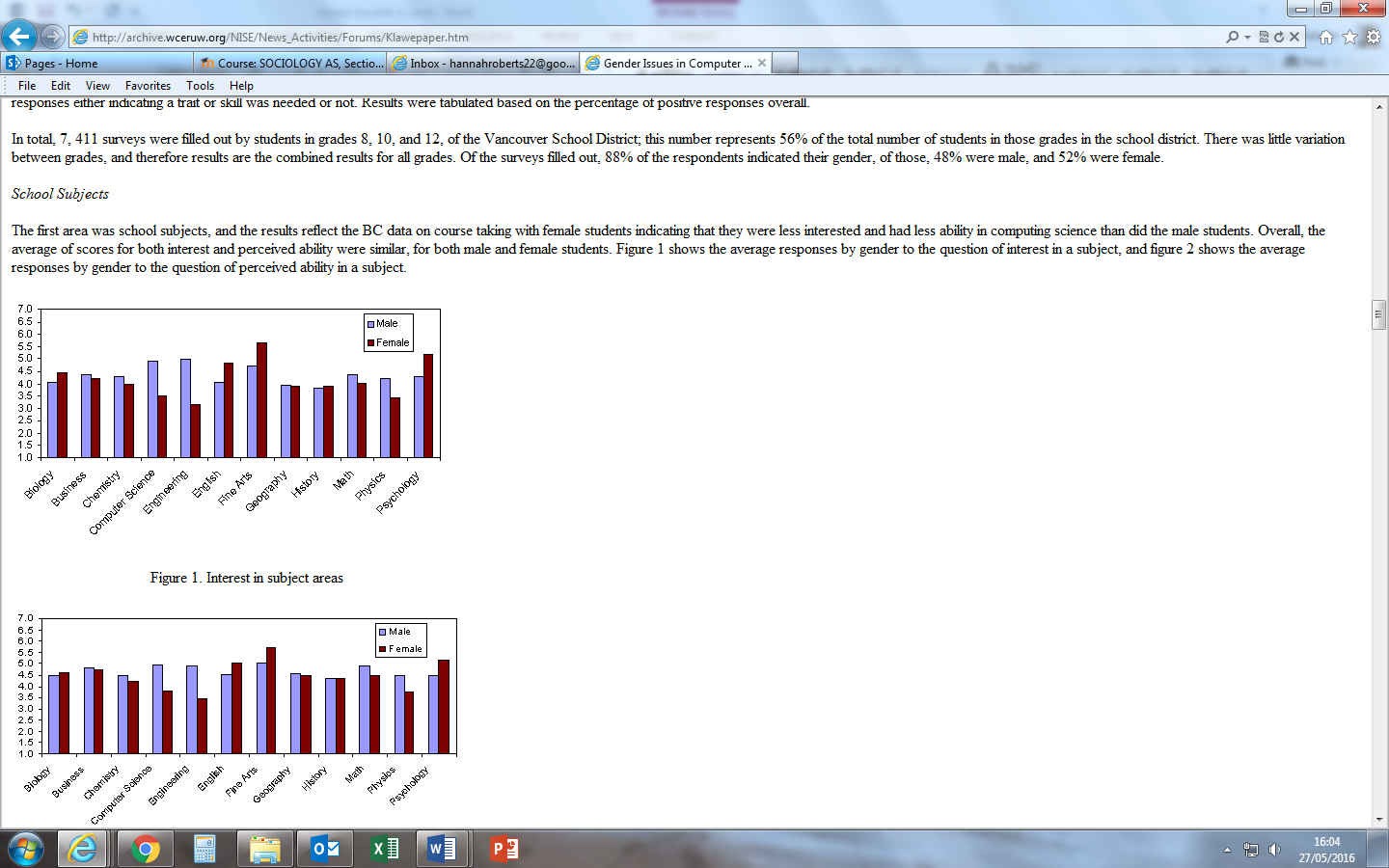


Figure 2. Interest in subject areas

What do you notice about the kinds of subjects girls are interested in compared to boys?

Using your own knowledge and experience, try to identify at least two external and two internal reasons for this difference…

|  |
| --- |
| **External**  **1)**  **2)** |
| **Internal**  **1)**  **2)** |

|  |
| --- |
| **Explaining Gendered Subject Choice**  **External Factors** |

|  |  |
| --- | --- |
| **Gendered Socialisation**  Subject choice stems from primary and secondary socialization. Boys and girls may be encouraged to play with different toys and do different activities in the home. | Best (1993) found that gendered stereotyping occurred in children’s books, with women being more likely to be featured in domestic roles. |
| **Biological differences**  Some neurological differences seem evident. Experiments investigating the brain activities of male and female babies suggested that females have genetically determined linguistic advantages giving them advantages in language-based subjects | The relative improvement in female GCSE results was associated with the introduction of coursework-based assessments which had been absent from the GCE O Level examinations |
| **Gendered Career opportunities**  Employment is often gendered and jobs are thought of as being ‘male’ and ‘female’. Women’s jobs are often domesticated, involve child-care and care work or secretarial/clerical. This is often correlated with the kind of subjects preferred by girls. | Over half of all women’s employment falls within four categories; clerical, secretarial, personal services and cleaning/domestic work.  Women are more likely to seek part time work due to child caring responsibilities. |

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| **Explaining gendered Subject choices**  **Internal factors** | |
| **Gender domains**  Tasks and activities are often gendered and seen as either male or female ‘territory. Children may be more comfortable carrying out tasks that they see as their ‘domain’. And this may be linked to subject choice. For example, Woodwork may be seen as a ‘male domain’ | Browne and Ross (1991) state that child’s beliefs about gender domains are shaped by primary socialization. Murphey (1991) argues that boys and girls pay attention to different aspects of the same task. Girls focus on how people feel and boys focus on how things work. |
| **Gendered Subject Images**  The ‘Image’ of a subject affects who will choose it. Linked to gender domains, some subjects are seen as ‘boys’ and some ‘girls’. | Kelly (1987) states that science is seen as a boys subject and Colley (1998) argues that computing is also seen as a boys subject. In both, the way they are taught puts females off, and machine work is seen as a ‘male domain’. Kelly states that science teachers are also more likely to be male. |
| **Peer pressure**  Students may not wish to study a subject not considered to be their ‘gender domain’ in case they are ridiculed or disapproved of by friends. | Dewar (1990) found that female students were called ‘butch’ or lesbian if they were interested in sport. Paechter’s (1998) study supported this. |
| **School and Gender Identity**  **How does school reinforce gender identity?** | | |

A key reason why there may be a difference in why boys and girls choose different subjects, may be because school encourages and reinforces stereotypical gender identities. School may reinforce this in a number of ways. Use the Webb et al p.62-64 textbook to fill out the following table:

|  |  |
| --- | --- |
| **Issue** | **Study/Evidence** |
| **Double standards** |  |
| **Verbal Abuse** |  |
| **The male gaze** |  |
| **Male peer groups** |  |
| **Female Peer Groups** |  |
| **Teachers and discipline** |  |

**Some key terms:**

|  |  |
| --- | --- |
| **Sex** |  |
| **Gender** |  |
| **Patriarchy** |  |
| **Malestream** |  |
| **Invisibility** |  |
| **Gender Regime** |  |
| **Gender Domain** |  |
| **Hyper-heterosexuality** |  |
| **Globalisation** |  |
| **Feminisation of curriculum** |  |
| **Male gaze** |  |

**Additional reading**

|  |
| --- |
| **Primary Socialisation and the Gender Gap** |
| Traditionally girls may have been socialised to be relatively quiet, obedient and passive and to see their futures more in terms of marriage and motherhood rather than in terms of careers.  However more parents nowadays encourage both their sons and daughters with reading and other study activities, reducing any relative female disadvantage.  The fact that young children are most often taught to read by mainly female first school teachers and by their mothers may have led children to believe that reading was primarily a “feminine” activity which may discourage some boys from engaging with it.  This may occur especially in cases where mainly fathers are keen to encourage their sons sporting and other more active “masculine” leisure activities.  The playground games and activities girls engage in may be more likely to encourage communication skills, giving them an advantage in terms of educability  Research from Hannan (2000) shows that girls spend their leisure time differently from boys. Whereas boys tend to relate to their peers by doing, girls relate to one another by talking. This puts girls at an advantage, because school is essentially a language experience- most subjects require good levels of comprehension and writing skills.  Ann Oakley would suggest that girls are being manipulated into an identity that is more submissive than their male counterparts. Parents channel girls’ interests into typically more feminine activities.  **How does this affect schooling?**   * Children are more likely to learn to read from female adults. As a consequence reading (and the crucial communication skills it develops) becomes seen as a ”gendered” activity – more suited to girls than boys * The games children are encouraged to play, toys they are given etc differ according to gender. Girls toys and games are more likely to encourage the development of communication skills, and therefore to put them at an advantage. E.g. girls are more likely to be involved in creative, role play activities as young children whereas boys may be more likely to be involved in physical play. * Father-son relationships – fathers may be more likely to encourage their sons to get involved in sport/physical activity than “academic” work, based on their own perception of masculinity and femininity * Male role models – it could be suggested that many of the role models presented to boys in modern society are drawn from the world of sport, where educational achievement is not essential to achieve success. |

**Case Study: Becky Francis: Boys, Girls and Achievement: Addressing the Classroom Issues [2000]**

She argues girls’ improvement relative to boys is to be explained in terms of the processes affecting the social construction of femininity and masculinity. Many girls of middle and secondary school age aim to construct feminine identities which emphasise the importance of maturity and a relatively quiet and orderly approach to school life.

Girls certainly do take considerable interest in their appearance and may choose to rebel quietly by talking at the back of the class or feigning lack of interest but, not in a way which will detract from their school studies. Their femininity is constructed in such a way that if they choose to behave sensibly and work hard this, if anything, adds to their femininity.

No evidence is found to the effect that girls worry that evidence of intelligence and hard work may make them unattractive to boys and attitudes within female friendship groups are likely to strengthen rather than undermine girls' commitment to their school work.

The girls in Francis’ sample express interest in a relatively wide variety of careers and in careers for which further education, higher education and a degree will be necessary.

**POSSIBLE EXAM A LEVEL EXAM QUESTIONS:**

**4 mark**

* Outline two reasons why girls generally achieve more highly in education than boys [4]
* Outline two reasons why boys generally underachieve more in the education system than boys [4]
* Outline two external factors that influence male underachievement in schools [4]

**6 mark**

* Outline three ways in which the government have attempted to reduce inequality in achievement of boys and girls [6]
* Outline three factors that influence girls’ subject choices [6]
* Outline three external factors that could have an impact on girls’ achieving more highly in the education system.

**10 mark**

* Outline and explain two factors inside the school that could lead to females achieving more highly in the education system [10]
* Outline and explain two ways peer groups influence the achievement of students based on gender [10]
* Outline and explain two reasons why boys and girls often choose to study different subjects [10]

**Item A**

Since the 1990s girls have been outperforming boys at most levels and in most subjects. Although not all boys are underachieving in comparison to girls, as a group, boys have been generally less successful than girls. Various explanations have been advanced to explain this including those that focus on the importance of behaviour during learning and out of school. Other explanations have focused on wider changes in society and the economy.

Applying material from ltem A, analyse two reasons for boys’ underachievement [10]

**30 mark**

Item B: Sociologists have investigated a number of aspects of gender and education. Although it is clear that in most subjects, girls achieve better examination results than boys, girls’ experience of schooling in other respects may be less positive. For example, there is evidence that schooling reinforces traditional gender identities. Some sociologists argue that this disadvantages girls.

Applying material from the Item and your knowledge, evaluate the claim that although girls outperform boys in terms of achievement, the experience of schooling reinforces traditional gender identities [30]

**Item A**

The evidence is clear that there are substantial differences in the educational performance of girls and boys in the UK. Given the emphasis in society on meritocracy, gender inequalities in achievement are the cause of much social concern. Some sociologists have argued that the main cause of these differences is the result of school processes such as the feminisation of education and changes to the way work is assessed.

Others have disagreed, claiming that it is primarily the result of changes in wider society.

**Applying material from Item A and your own knowledge, evaluate sociological explanations why girls outperform boys in educational achievement.**

* [Using an item] Evaluate the claim that internal factors have the biggest impact on male underachievement in the education system [20]
* [Using an item] Evaluate sociological explanations for male underachievement in the education system [30]

**POSSIBLE AS LEVEL EXAM QUESTIONS:**

**2 mark**

Define the term ‘gender domains’ [2]

Define the term ‘peer group’ [2]

Using one example, briefly explain how the ‘male gaze’ may affect pupils’ experience of schooling [2]

Using one example, briefly explain how the education system has become feminised [2]

**6 mark**

Outline three reasons why girls generally achieve more highly in education than boys [6]

Outline three reasons why boys generally underachieve more in the education system than boys [6]

Outline three external factors that influence male underachievement in schools [6]

**10 mark**

Outline and explain two factors inside the school that could lead to females achieving more highly in the education system [10]

Outline and explain two ways peer groups influence the achievement of students based on gender [10]

Outline and explain two reasons why boys and girls often choose to study different subjects [10]

**20 mark**

Evaluate sociological explanations for male underachievement in the education system [20]

Evaluate the view that education reinforces traditional gender identities [20]

Evaluate the view that internal factors have the biggest impact on male underachievement in the education system [20]

Evaluate the view that external factors have the biggest impact on female achievement in the education system [20]