**GENDER AND EDUCATION IN/OUT SCHOOL FACTORS SUMMARY ACTIVITY**

**AO1: knowledge and understanding – define key terms: feminism, feminisation of education, crisis of masculinity, patriarchy, male gaze, marketization, hyper-heterosexual identities, double standards, hidden curriculum, symbolic capital**

From your previous knowledge match up the following

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| 1. The informal learning of particular attitudes and values in school.
 |  | Hegemonic masculinity |
| 1. Hardworking attitude not seen as glamourous. Focus is on appearance and being feminine.
 |  | Symbolic capital |
| 1. Status gained from peer group and through appearance e.g. Archer found girls found status from being feminine
 |   | Male gaze |
| 1. Dominant idea of masculinity, being ‘tough’, ‘aggressive’, ‘non-conformist’
 |  | Double standards |
| 1. The decline in traditional male-working class jobs. Has had an impact on w/c boys as they lack motivation and aspiration
 |  | Hyper-heterosexual feminine identities |
| 1. How male teachers and students look female students up and down as sexual objects. Make assumptions based on their appearance.
 |  | Patriarchy |
| 1. Difference in standards for boys and girls in sexual morality e.g. boys (conquest), girls (slags)- Sue Lees
 |  | Crisis of masculinity |
| 1. The move towards educational provision being determined by business principles.
 |  | Hidden Curriculum. |
| 1. Male dominance in society
 |  | Marketisation  |

**EXTERNAL FACTORS**

**GIRLS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Issue  | Feminism | Family | Employment changes | Ambition | Maturity  |
| Explanation |  |  |  |  |  |
| Key study/real life example |  |  |  |  |  |

**BOYS**

|  |  |  |  |
| --- | --- | --- | --- |
| Issue  | Globalisation | Hegemonic masculinity | Overestimation of ability |
| Explanation |  |  |  |
| Key study/real life example |  |  |  |

**Outline two ways that external factors can have an impact on the achievement of different genders in the education system [4]**

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**INTERNAL FACTORS**

**GIRLS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Issue  | Labelling | Equal ops policies | Positive role models | Challenging gender stereotypes | Marketization |
| Explanation |  |  |  |  |  |
| Key study/real life example |  |  |  |  |  |

**Do some research to find out what the following mean and how they’ve impacted girls in education**

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| --- | --- | --- |
| Policy | What is it and when did it come in? | How has it impacted girls? |
| National Curriculum |  |  |
| GIST/WISE |  |  |
| Every Child Matters |  |  |

**BOYS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Issue  | Labelling | Anti-school subcultures | Feminisation of the curriculum | Lack of male role models |
| Explanation |  |  |  |  |
| Key study/real life example |  |  |  |  |

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

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

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