

Differential achievement	Not being interested in or conforming to the education system.
Social inequalities	Impose identity from interactions from defining forces (e.g. teachers, parents, media etc)
Feminists	A method which encourages individuals to take photographs which record 'a day in my life'
Heterosexuality	A term used to recognise that some social groups achieve in the education system whilst others fail.
'ladette'	A lack of equivalence between the life chances of different social groups.
discussion groups	The process by which the girls performance of femininity in the study regulated their peers. Watching and copying others to avoid ridicule.
Photographic diaries	Relating to a system run by males, not females
Peer surveillance	A young woman who behaves in a manner similar to a young man
Disengagement with schooling	A sexual attraction to (or sexual relations with) persons of the opposite sex
Conformity	A research method which consists of an informal group interview.
Labelled	Conflict sociological perspective which argues that women have less opportunities than men in society.
Patriarchal	be similar, be in line with

Education, Gender and Social Class

Read the following statements. According to the text, are these statements true or false? Indicate your answer in the table below:

1.	There are complex patterns of differential achievement relating to social class, ethnicity and gender. Many studies generalise findings (e.g. males are achieving less than girls) without recognising other influencing factors.	T	F
2.	Since the 1970's Feminists and other sociologists have drawn attention to how middle class girls may resist schooling and education because they perceive it to be at odds with the particular versions of femininity that they value and perform in their everyday lives (McRobbie, 1978)	T	F
3.	Heterosexuality is a defining feature of many young women's feminine identities. It is more likely to impact negatively on girl's education and achievement, as it limits their life chances.	T	F
4.	Archer et al's study explored the identities and aspirations of 189 working class young people, aged 13 – 16, from a variety of ethnic backgrounds, attending 5 London schools.	T	F
5.	The methods used by Archer et al were participant observation and semi-structured interviews – with the students, head teachers, Heads of years, teachers, inclusion managers, learning mentors and connexions advisors, and parents. As well as discussion groups and photographic diaries.	T	F
6.	The female participants in the study discussed at length the considerable time and effort they put into their appearance to create a glamorous, heterosexually attractive feminine identity. (These findings were highlighted in the interviews, discussion groups and photographic diaries)	T	F
7.	The findings of Archer et al go against media generalisations that young females are become more 'ladette' like in their behaviour.	T	F
8.	An explanation given of why girls spent so much time on their appearance was that it gave the girls a sense of power and status, which was important especially for the girls that didn't feel valued in schools or in society.	T	F
9.	The feminine identities that the girls emulated were viewed positively by schools, which encouraged them to pursue FE and HE.	T	F
10.	Teachers felt that these highly (hetero) sexual feminine identities were an indication that they were not interested in education.	T	F

11. The girls concern over their appearance was escalated by the fear that they would be socially excluded or ridiculed by their peers for not conforming to the fashions.	T	F
12. Many of the girls said they wanted to leave school as quickly as possible and get a job so that they could fully maintain their appearance.	T	F
13. Katie saw HE as 'not for me' because she could not see it fitting in with her own sense of style as a 'Nike person'	T	F
14. Boyfriends were also highlighted as a reason why many of the girls were disengaged in the education system.	T	F
15. Having a girlfriend, it appeared benefited the male participants Archer et al studied, but having a boyfriend disadvantaged the female participants.(Getting pregnant, distancing from friends and school, plans to be married rather than pursuing FE or HE)	T	F
16. There were some findings to suggest that not all the girls interviewed conformed to these popular versions of 'glamorous' femininity. Melinda was one example of this, who described herself as a tomboy.	T	F
17. She recognises that her 'ladette' image is not benefiting her educationally and seeks an alternative identity to 'play the game'. Her change of image increased her educational engagement, she eventually enrolled into college and was positively labelled by her family, friends and peers.	T	F
18. Archer concludes that working class girls at a social and economical disadvantage because they choose to prioritise the hetero (sexual) femininities and boyfriends over their own education and aspirations.	T	F
19. The girls in the study where caught in a dilemma. They had to make a decision; do they maintain their glamorous feminine identity to conform to friends and to feel the status and power they feel they achieve from their identity at the expense of limiting their life chances?	T	F
20. In conclusion, girls are able to choose masculine subjects and be seen as attractive, desirable, glamorous young women.	T	F
21. Both glamorous and 'ladette' femininities were viewed positively by the school system, constraining the girls ability both to 'be themselves' and to be 'good pupils'	T	F