

## WHAT YOU NEED TO KNOW:

- Trends relating to educational achievement by gender
- The factors that have an impact on educational achievement by gender, both internal and external.
- The evaluation of the factors effecting educational achievement by gender

## KEY TERMS FOR THIS TOPIC

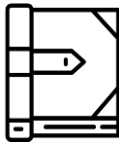
- Gender
- Feminism
- Emancipation
- Equal opportunities
- GIST & WISE
- Coursework
- Role Models
- Labelling
- Ideal Pupil
- Employment
- Stereotypes
- Vocational Education
- Aspirations
- Teacher Attention

## KEY THINKERS

- McRobbie
- Sharpe
- O'Connor
- Fuller
- Reay
- Biggart
- Boaler
- Gorard
- Mitsos & Browne
- Elwood
- Swann

## RESOURCES

### ISB Education Part 3: P35 - 44



- Webb, Westergaard, Trobe and Townend: p37 - 41
- Browne: p67 - 75
- Collins: p42 - 49
- Hodder: p64 - 67



- [Hectic Teacher's A Level Site](#)
- [The Sociology Teacher](#)
- [Revise Sociology](#)



- [Esher Sociology](#)
- [Stephen Joel](#)
- [Alexandra Sugden - Girls / Boys](#)

## TEMPLATES:

All Templates are in PowerPoint or Word format for you to either print off or write in and save.

### ESQ



- [10 Markers No item](#)
- [10 markers with item](#)
- **Essays –**
  - [Argument Essay](#)
  - [Relative Importance Essay](#)
- [Methods in Context](#)

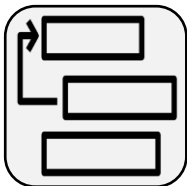
These are to be uploaded to the shared area.



## NOTE TAKING TASK

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

Causes for girls increased achievement	Causes for boys underachievement
<p>For each of the factors listed you need to explain what the factor is how it has led to greater educational achievement for girls:</p> <ul style="list-style-type: none"> <li>• Rise of Feminism</li> <li>• Changes in women's employment</li> <li>• Changes in the Family</li> <li>• Changing Girls Aspirations .</li> <li>• Gender Role Socialisation</li> </ul>	<p>For each of the factors listed you need to explain what the factor is how it has led to educational underachievement for boys:</p> <ul style="list-style-type: none"> <li>• Role Models</li> <li>• Crisis of Masculinity / Changing employment</li> <li>• Gender Role Socialisation</li> </ul>
<p>Outline the study completed by Sue Sharpe on Girls ambitions "Just Like a Girl" (1974, 1997), explaining how she carried out her study and its key findings.</p>	<p>How impactful has each of these factors been on boy's educational achievement?</p>
<p>How impactful has each of these factors been on girl's educational achievement?</p>	



## PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

Don't get it

Need some help

Fairly confident

I got this!

**CONSOLIDATION:****Collins Page 47-48**

Read through the extract and answer the questions that follow.

**Impact Thermometers**

- 1) For each of the external factors decide how much impact it has had on the educational achievement of boys and girls by colouring in the thermometer. You can either print the sheet and colour it in and then scan and upload the sheet, or you can use the Draw tools in the PowerPoint.
- 2) The more of the thermometer you colour in the more impactful you think it is.
- 3) Explain why you have decided to put it at that level.

**Item**

Since the 1980s there has been a growing gender gap in achievement. In almost all subjects at GCSE level females have consistently outperform males. The impact of feminism has widely been acknowledged as a key Factor in the improved achievement of girls. However, despite gender differences in attitude and application, the educational performance of boys has also improved. What women are now more likely than men to go to university, a higher proportion of males get first class degrees.

**Applying material from the Item, analyse two reasons for gender differences in achievement [10]**

**Methods in Context**

*It has been a growing concerns of the 1980's over the increasing gender gap in achievement. As well as knowing the nature and extent of patterns of gender achievement, sociologist have examined various changes both in society and in school that may account for these differences. Sociologists may use official statistics to study differences in gender achievement. The government collects educational statistics from every school in the country. Statistics on achievement could be used to examine the impact of Educational policies in these areas. However, subject choice, they do not offer an explanation as to why they occur.*

**Applying material from the Item, and your knowledge of research methods, evaluate the strengths and limitations of using official statistics to investigate differences in gender achievement. [20]**