4.3 Gender and Educational Achievement: 10-minute Pack

AQA 8192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Where a question refers to Item C, use both the Item and your own knowledge of sociological explanations in your answer.

1 For several decades in England, which group has, on average, achieved higher grades at GCSE?

- ☐ A) Girls
- ☐ B) Boys
- ☐ C) Achievement has been identical between girls and boys
- ☐ D) There has been no consistent pattern at all

(Total for Question 1 is 1 mark)

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2 Sociologists have also debated whether changes to exam assessment have affected the gender gap.

(a) Explain one argument about how the balance between coursework and final exams might affect the gender gap in achievement. **(2)**

(b) Explain one criticism of this argument. **(2)**

(Total for Question 2 is 4 marks)

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3 Changes in the UK job market have also been linked to boys' motivation in education. Explain how changes in the UK job market have been linked to boys' motivation in education.

(Total for Question 3 is 4 marks)

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Mark scheme · 4.3 Gender and Educational Achievement: 10-minute Pack

Question 1

A (girls) **B1**

Answer: A

Question 2

(a) identifies the argument, e.g. some sociologists suggest coursework-based assessment may favour a sustained, organised way of working, while assessment weighted towards final exams favours a different type of performance **B1**

(a) brief development linking this to the gender gap debate **B1**

(a) Answer: Some sociologists argue coursework-based assessment may favour sustained, organised working, so shifting the balance towards final exams could affect the size of the gender gap in achievement.

(b) identifies a criticism, e.g. the gender gap in achievement has existed both before and after changes to assessment format **B1**

(b) development, e.g. suggesting assessment style alone cannot fully explain the gap, and other factors (such as laddish subcultures or changing aspirations) must also be considered **B1**

(b) Answer: The gender gap has persisted across different assessment formats over time, suggesting assessment style alone cannot fully explain it, and other factors must also be considered.

Question 3

identifies a decline in traditional manual, skilled and unskilled male-dominated jobs, e.g. in manufacturing and heavy industry **B1**

development, e.g. some sociologists argue this removed a job route some boys previously felt they could follow without needing strong academic qualifications **B1**

further development, e.g. this may have contributed to some boys feeling less motivated to work hard academically, sometimes discussed as a crisis around traditional masculine work identity **B1**

evaluative note, e.g. this factor is usually seen as working alongside, not instead of, cultural factors such as laddish subcultures **B1**

Answer: The decline of traditional manual, male-dominated jobs may have removed a route into work some boys previously expected without needing strong qualifications, contributing (alongside laddish subcultures, not instead of them) to reduced academic motivation for some boys.

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