

EDU015 — Gender patterns in attainment and choices

Teacher Guide

Objective: Interpret gender patterns in achievement and subject choice without treating group averages as innate differences, and evaluate competing sociological explanations.

Purpose and sequencing

This lesson is designed for a 90-minute A Level Sociology session. It deliberately trains learners to convert sociological content into exam-ready reasoning throughout the lesson.

Suggested timings

Time	Activity
0–6	Connect & Check retrieval
6–30	Explicit teaching and theory reset
30–45	Named study modelling
45–63	Route-based activity
63–82	Timed item analysis
82–90	Review and target setting

Teacher guidance for challenge

Do not accept generic discussion. Press learners to explain mechanisms and to identify where a point is earning AO1, AO2 or AO3. Stretch learners should evaluate the evidence base, not merely add another sociologist.

Likely misconceptions

Learners may list names without explaining mechanisms.

Learners may assume one factor explains all achievement differences.

Learners may use deterministic wording and ignore agency.

Learners may evaluate with “however” rather than an evidence-based challenge.