

EDU015 — Gender patterns in attainment and choices

Learner Workbook

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

Learning sequence and timed tasks

Connect & Check

Time: 6 minutes

What to do: Define two previous concepts, connect one to today's enquiry and identify which AO your response is currently strongest in.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

Share / Present

Time: 25 minutes

What to do: Use the theory reset and named studies to build accurate AO1. For each study, record idea, mechanism, evidence and evaluation.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

Apply route task

Time: 18 minutes

What to do: Choose ACCESS, SCAFFOLD, CORE or STRETCH. Complete the route workspace and label where AO1, AO2 and AO3 appear.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

Timed exam practice

Time: 18 minutes

What to do: Answer: Using Item C, analyse two ways in which gender identities may affect educational choices. [10 marks]

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

Recall & Review

Time: 8 minutes

What to do: Write a 70-word judgement and identify one specific improvement target for your next answer.

Expected output: a completed note, causal chain, paragraph or response that can be checked against the success criteria. Do not leave the task as discussion only.

Named studies and concepts

Sociologist/study	Idea	Mechanism	Evaluation move
Mitsos and Browne	Assessment format and teacher expectations may reward some learning habits, but this should not be treated as innate gender difference.	What changes in opportunity, identity, expectation, choice or achievement?	Evaluate whether assessment alone can explain patterns and whether it stereotypes learners.
Jackson	Ladette identities show that girls may negotiate popularity, femininity and school success in complex ways.	What changes in opportunity, identity, expectation, choice or achievement?	Evaluate by considering class, ethnicity, school context and change over time.
Francis	Subject choices can remain gendered because subjects carry meanings linked to masculinity and femininity.	What changes in opportunity, identity, expectation, choice or achievement?	Evaluate by considering institutional interventions, labour markets and changing peer cultures.
Archer	Gender interacts with class and ethnicity; identity, respectability and institutional recognition shape choices.	What changes in opportunity, identity, expectation, choice or achievement?	Use as high-grade intersectional evaluation, not as a simple add-on.

Route workspace

ACCESS

Instructions: Use the vocabulary bank and partially complete the causal chain. Include one named concept.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

SCAFFOLD

Instructions: Use the prompts to build two linked explanations. Include evidence and a short evaluation.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

CORE

Instructions: Independently select evidence, build a paragraph and add an evaluative qualifier.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

STRETCH

Instructions: Compare two explanations, challenge one evidence base and reach a qualified judgement.

Success criteria: clear mechanism; accurate AO1; direct AO2; at least one meaningful AO3 comment.

Assessment success criteria

AO1: knowledge	AO2: application	AO3: analysis/evaluation
Use accurate concepts, studies and theorists.	Apply directly to the item, question wording and educational context.	Explain mechanisms, compare explanations and evaluate evidence.
Do not name-drop: explain the idea and mechanism.	Do not write a generic essay that could fit any question.	Do not bolt on “however”; show why the criticism changes the judgement.
High grade: precise and	High grade: item use integrated	High grade: qualified judgement

selective knowledge.

into the paragraph.

about strength and limits.