

Top 5 Internal Factors



Introduction of GCSES and Coursework

The introduction of GCSEs and Coursework is said to have improved the performance of girls in education as girls are more thorough in their organisation and presentation and spend more time on coursework than boys who prefer high stakes tests. **HOWEVER** coursework often only accounts for a small percentage of the student's final grade.



More Female Role Models

This can be used as both an internal and external factor as the rise of feminism has meant there are more female role models in society. In schools, female teachers, heads of department and Head Teachers offer girls the incentive to work harder and stay motivated. **HOWEVER**, despite the progress of Feminism there is still the existence of the glass ceiling.



Pupil Teacher Interactions

Girls are more likely to be seen as the ideal student due to the way in which they are socialised (external factor). Girls are more likely to be passive and polite and this means they receive more positive attention than boys in the classroom and therefore get more feedback from teachers. **HOWEVER** it can be argued boys actually receive more attention than girls



In-school Initiatives and Social Polices

With girls underachieving in the past, policies were brought forward to improve girls achievement. The celebration of women in schools and initiatives such as GIST and WISE encourage girls to succeed in comparison to boys. **HOWEVER** there remains a gender imbalance in some subjects and wage inequality for women



Feminisation of Education

It has been suggested that the education system has become feminised for a variety of reasons. Collaborative teaching methods and coursework favour girls over boys, whilst the ratio of female to male teachers is increasing and schools are seen as part of the feminine domain. **HOWEVER** there are still more male Head Teachers and Assistant Heads

Girl's overachievement in education