

I. Documents (8 marks)

Document 1



1. Describe each picture in details. (3 marks)

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2. What is the issue at stake in it? (2 marks)

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Document 2

All around the world, teenage girls are more likely than boys to reach a basic level of proficiency in math, science and reading. However, among the world's highest achieving students, girls continue to lag behind boys in math, according to a report released Thursday by the Organisation for Economic Co-operation and Development.

The comprehensive, [176-page report looks at gender differences in student performance](#) across 64 countries and economies. The OECD distributes the Programme for International Student Assessment (PISA), an exam taken by 15-year-olds around the world, every three years, and used results from the 2012 test as a lens into the issue of gender equality in education.

Overall, the report highlights the increasing gap between male and female academic achievement -- and shows that young women are often performing better than their male peers. Girls are now going to school longer than boys and significantly outperform boys in reading.(...)

Yet top-performing girls continue to lag behind top-performing boys in math and science -- which is related to the underrepresentation of women in science, technology, engineering and math jobs. The results are especially bleak in math.

http://www.huffingtonpost.com/2015/03/05/oecd-gender-differences-report_n_6801122.html

1. What is the paradox about girls' performances at school unveiled by the OECD? (1 mark)

2. How can you explain the underrepresentation of women in science? Make a relevant sociological analysis. (2 marks)

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II. Questions (12 marks)

1. Using both your knowledge and the following expressions: identity, gender codes, family, canalization, advertisement, manipulation, write down a paragraph (roughly 20 lines) responding to the question:

How does socialization create gender identity?

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. **Choose one job dominated by either female or male.** Make a **brief job description** (skills / diploma, tasks, talent needed, average monthly income). Thus, **expose two reasons** for which this job is dominated by one gender. At last, suggest **one solution** fighting unequal jobs distribution by gender. (6 marks)

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

I. Document

Document 1

1. Describe the picture. (2 marks)

The two kids are playing with different toys. The girl is dressed in princess and she is learning how to be pretty whereas the boy is playing with a truck. Furthermore, we can observe the different clothes worn by each child: the little girl is wearing a dress in pale colour, the little boy is wearing a blue t-shirt.

2. What is the issue at stake in it? (2 marks)

This picture refers to the gender-role-socialization, i.e. the process by which people learn how to act in feminine or masculine ways. We mean that gender specific toys learn the expected future gender role, i.e. girls thanks to the cosmetic products, the hairstyle and dresses should be pretty, cute and attractive whilst boys may receive trucks for learning all activities outside house.

Document 2

1. What is the paradox about girls' performances at school unveiled by the OECD? (1 mark)

The OECD notes that even if women succeed better than men at school they still underperform in maths and sciences.

2. How can you explain the underrepresentation of women in science? Use a relevant sociological analysis. (2 marks)

Math and science are elitists subjects. As a result, students need a huge confidence by themselves in order to compete each other. During their primary socialization, boys learn confidence, aggressively, competition, any qualities that they give them the ability to succeed better than girls in the competitive subjects.

II. Questions (12 marks)

1. Socialization creating gender identity

From an early age, children learn the social expectations about their gender thanks to the process of the **gender-role-socialization**. It is the process by which people learn how to act in feminine or masculine ways mainly during their childhood through the family. Processes which are central to the construction of **gender identity** have been identified:

- **Manipulation** refers to the way in which parents encourage and reward or discourage behaviour on the basis of whether it is appropriate for the child's sex. For example, a mother may encourage her daughter to see her appearance as all important, while a father may encourage a son to take part in sports or discourage him from crying.

- **Canalization** refers to the way in which parents direct children's interests into toys and play activities that are seen as normal for that sex.

Gender-role-socialization, therefore, involves the learning of **gender codes** which generally result in social conformity to expectations about appropriate gender behaviour. These include:

- colour codes – e.g. our parents dress boys in blue and girls in pink;

- appearance codes – e.g. we learn what dress, hairstyles, cosmetics and jewellery are appropriate for males and females;

- toy codes – e.g. gender specific toys give us clues about our expected future gender role, i.e. girls get dolls for mothering whilst boys may receive aggressive or creative toys;

- play codes – e.g. boys may be expected to play boisterously whereas girls may be expected to play in more docile or decorous ways.

Nonetheless, other agents such as the media through **advertisement** contribute to the gender socialization by displaying gender stereotypes. In many ads women are seen cooking, cleaning, and so on To the opposite, men dominate in ads for cars.

2. Job dominated by one gender