

Sociology Revision Booklet

Eduqas GCSE Sociology

Paper 1: Understanding social
processes

Unit 3 - Education

Education Topics

Topic	RAG
The History of Education <ul style="list-style-type: none"> • Forster Act • Butler Act • Comprehensive schools 	
The Role of Education: Functionalism <ul style="list-style-type: none"> • Parsons: Meritocracy • Durkheim: Functions • Davis and Moore: Role Allocation 	
The Role of Education: Marxism <ul style="list-style-type: none"> • Louis Althusser • Hidden curriculum • Correspondence principal 	
The Role of Education: Feminism <ul style="list-style-type: none"> • Patriarchy • Hidden curriculum • Radical and Liberal views 	
New Right perspectives <ul style="list-style-type: none"> • 1988 Education Reform Act • Marketisation and parental choice 	
Differences in attainment: Social class <ul style="list-style-type: none"> • Material deprivation • Cultural deprivation • Cultural capital • Internal factors 	
Differences in attainment: Gender <ul style="list-style-type: none"> • Reasons for the gender gap • External factors • Internal factors 	
Differences in attainment: Ethnicity <ul style="list-style-type: none"> • Reasons for the ethnicity gap • External factors • Internal factors 	
School subcultures <ul style="list-style-type: none"> • Anti-school • Pro school • Formation of subcultures • Labelling theory 	
Different types of schools <ul style="list-style-type: none"> • Independent vs State • Home schooling • Vocational education 	
Social Policies <ul style="list-style-type: none"> • EAZ • EMA • Sure Start 	

Component 1: Understanding Social Processes

- ✓ Written examination: 1 hour 45 minutes
- ✓ 50% of the qualification

This component covers the following topic areas:

- Key Concepts in Sociology
- Families and Households
- **Education**
- Research Methods

There will be a written assessment with a mix of compulsory short answer, structured questions and extended response questions. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.

Below are the assessment objectives for this specification. Learners must:

AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.

The table below shows the weighting of each assessment objective for each component and for the qualification.

	AO1	AO2	AO3	Total
Component 1	20%	20%	10%	50%
Component 2	20%	20%	10%	50%
Total	40%	40%	20%	100%

In each examination series, a minimum of 15% of the available marks will be awarded for learners' knowledge and understanding in relation to *Research Methods*.

Component 1 Grade Boundaries									
GRADE	9	8	7	6	5	4	3	2	1
RAW	87	81	75	67	59	51	38	25	13
Component 2 Grade Boundaries									
GRADE	9	8	7	6	5	4	3	2	1
RAW	83	77	71	63	55	48	36	25	13
Combined Grades (C1+C2)									
GRADE	9	8	7	6	5	4	3	2	1
RAW	170	158	146	130	114	99	74	50	26

Introducing the Sociology of Education

Task

List your GCSE subjects in the table below. What skills do you learn in each subject? How do these subjects prepare you for the wider world of work?

GCSE Subjects	Skills learned	Application to work
Maths		
English		
Science		
Sociology		
PSHE		

Read your answers in the table above. Do you think the education system teaches the skills and knowledge necessary for work in a modern industrial society? Explain your answer with reference to your own examples in the table above.

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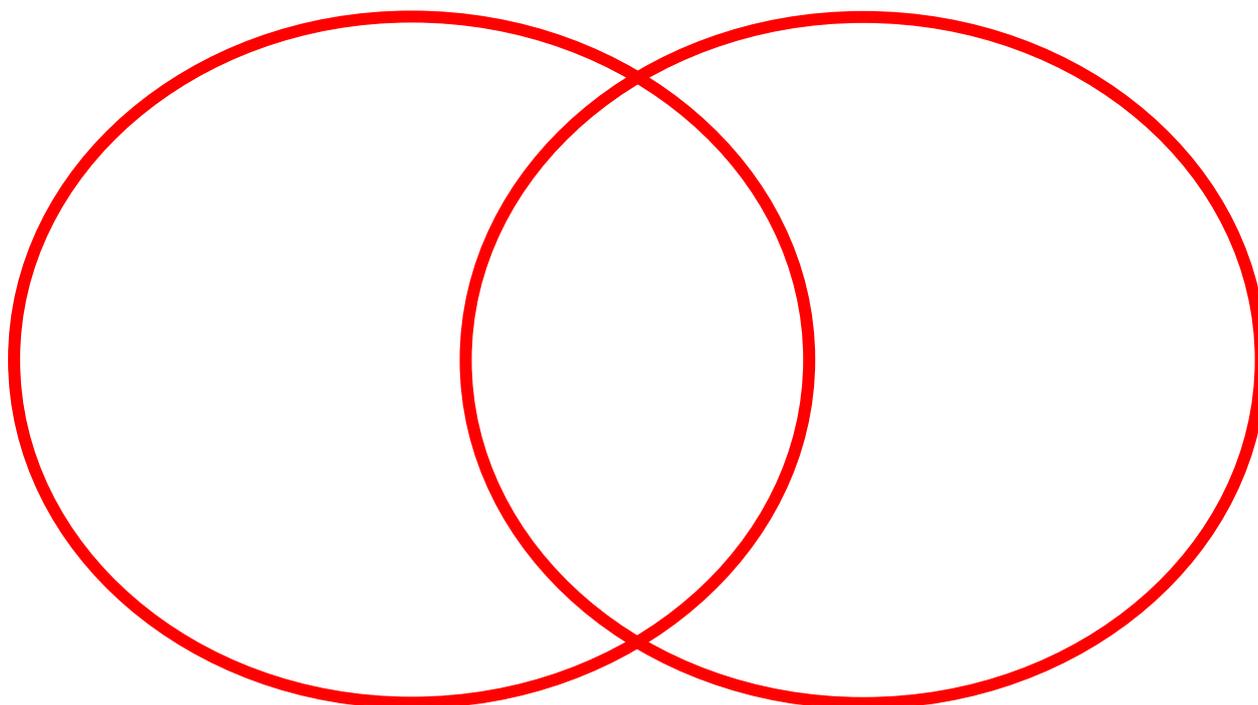
Task

Look at the jobs listed below. What is the annual salary for each job? Match each salary to the correct occupation.

Occupation	Pay	Salaries	
1. Air Traffic control		£75,416	£26,029
2. Train and Tram drivers			
3. Police Community support officer		£11,724	£7,554
4. Librarian			
5. Large Goods vehicle drivers		£47,101	£26,012
6. Nursery Nurses and assistants			
7. Bar staff		£24,927	£21,245
8. Retail and check out operators			
9. Fork lift truck driver		£7,404	

Task

Watch the episode 'A very British school' and complete your Venn diagram. Think about how Harrow school is both similar and different to our school. Think about traditions, language, uniform, costs, opportunities, environment etc. <https://www.youtube.com/watch?v=6ic8bBeem5o>



With reference to 'A very British school', do all children receive equal opportunities in education?

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Task: Application

Consider your social theories (Marxism, Feminism, Functionalism and the New Right). How would each theory respond to private schooling? Answer the question in the space provided. Refer to key theoretical terms such as 'capitalism, patriarchy, social control, and socialisation' etc...

Marxism	....................
Functionalism	....................
Feminism	....................
New Right	....................

The History of Education

Compulsory education came about with industrialisation.

The Forster Act 1870

An Act introduced by William Forster. This made Education compulsory from the ages of 5 – 11 years-old (raised to 13 in 1880) in an attempt to educate the masses & eliminate the social class divide. Parents now had a choice of 3 types of school to send their children...



- A. **Elementary (Free)**
- B. Grammar (Fee) - Paying
- C. Public (Fee) - Paying

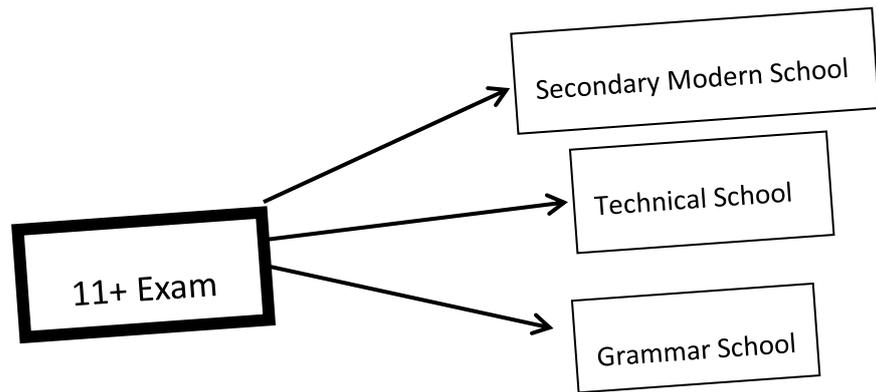
The Butler Act 1944

An Act introduced by R.A Butler.

World War II was reaching an end and the emphasis in the UK was to create 'A land fit for heroes'. The Conservative Government thus 'opened up' secondary education to the masses i.e. reduced social class inequalities within education. To achieve this, the **Tri-Partite System** emerged. The idea here was to produce '**Parity of Esteem**' (Equality of Opportunity) between the social classes.



'Primary
Schooling'



Question

Did the Butler Act break the class divide? Why?

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The Comprehensive System

Due to the problems that the Tri-Partite caused for the working class, it was replaced in the 1960s by the newly installed Labour Government, which aimed to create equality once again amongst the social classes.

Comprehensivisation (1965)

This created the Comprehensive schools that are so popular nowadays. The biggest clue as to what 'Comprehensive' Schooling is all about can be seen in the following definition:

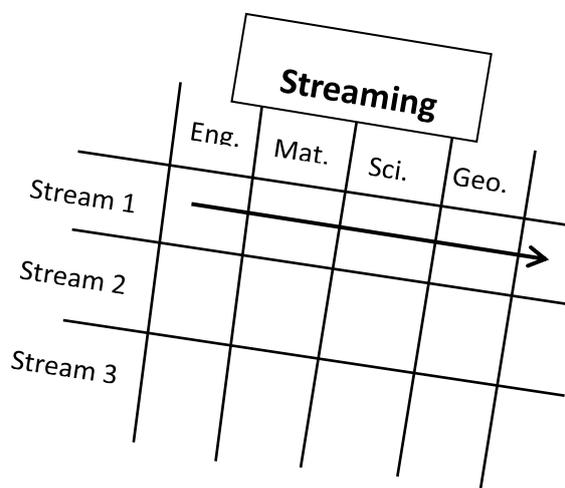
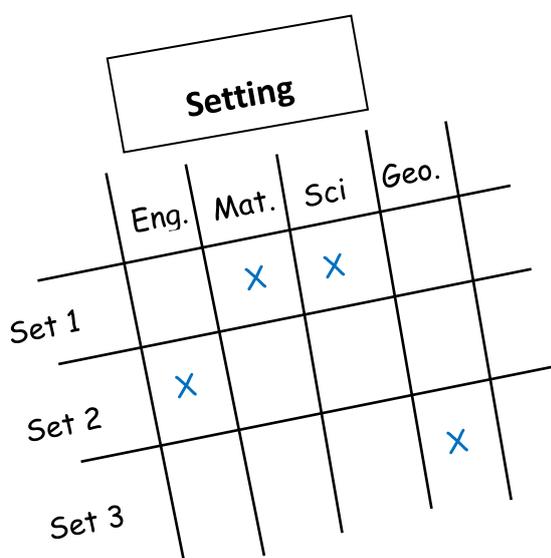
*'Comprehensive': meaning Covering or **Involving Much**; **Inclusive** – (Dictionary.com)*

Comprehensive Schools are schools that everyone attends **regardless of ability or social class**. The **11+ was abolished** and a child's schooling depended upon their '**catchment area**'. This aimed to ensure that all pupils would get 'parity of esteem' and 'equality' within education as they would have the same teachers, same resources, same facilities, same funding etc ...

Reasons behind the Comprehensive system include:

<u>Social</u>	<u>Economic</u>
<ul style="list-style-type: none"> ✓ Social barriers are broken down. ✓ Working and middle class groups mix. 	<ul style="list-style-type: none"> ✓ Cheaper to fund and run.
<u>Geographical</u>	<u>Educational</u>
<ul style="list-style-type: none"> ✓ Everyone living in the area served by a school (it's Catchment area) will go to the school, whatever the ability of background. 	<ul style="list-style-type: none"> ✓ No entry requirements. No student was labelled a failure. ✓ Comprehensive provide students with more opportunity to achieve.

With all pupils in one school, it was important to make sure all abilities were catered for and as such **setting and streaming** were introduced.



Questions

1. What are some of the problems associated with setting and streaming?

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2. Some Sociologists argue setting and streaming is like a miniature tripartite system. What do they mean by this?

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3. What are some of the main problems associated with comprehensivisation?

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4. Do comprehensive schools break down social class barriers?

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Functionalism and the Role of Education

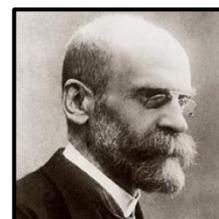
When studying education, Sociologists are interested in four main questions:

1. How far does education provide all individuals with equal opportunities for achievement?
2. How far does education recreate existing social inequalities?
3. In what ways does education serve the needs of the economy?
4. What kind of knowledge, skills, attitudes and values does education transmit?

Emile Durkheim on Education

The Education system provides two main functions:

1. *Social Solidarity*
2. *Teaching specialist skills.*



Social Solidarity

This is a sense of belonging. The curriculum helps build social solidarity by transmitting British culture. For example, history teaches children about ancestry and culture. This gives students a sense of common identity.

2. Teaching specialist skills

Education teaches individuals specialist knowledge and skills that need to play their part in the social division of labour. Schools prepare students for wider society and their roles they will play, as they get older.

Talcott Parsons (1951) and Meritocracy

Parsons uses the analogy of a bridge. In the space below, explain what the bridge represents.



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Parsons sees school as preparing us for society as they are both based on **meritocratic principles**. **Meritocracy** refers to the idea that everyone is born equal and given an equal opportunity, and individuals achieve rewards through their own effort and ability.

Meritocracy in school and at work

Schools teach children that everyone is equal and all students have a fair chance to achieve top grades. Wider society tells us that everyone is equal and all have a fair chance to achieve top jobs.

Task

In the table below list evidence to support the view that schools offer equal opportunities, and evidence to argue that equal opportunities at school do not exist.

Evidence that equal opportunities <u>do</u> exist in school and wider society	Evidence that equal opportunities <u>do not</u> exist in school and wider society
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What would a Marxist or Feminist argue regarding meritocracy?

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Davis and Moore: Role Allocation



Davis and Moore (1945) agree with Parsons, but also see education as a device for **role allocation**. Role allocation refers to the way in which jobs are given to people in our society. In the UK many jobs are filled based on educational qualifications. **Inequality is necessary** to ensure that the most important roles in society are filled by the most talented people. E.g., you do not just want anyone as a surgeon. Not everyone is equally talented so society has to offer higher rewards for these jobs. This will encourage everyone to compete for them- and society will select the most talented.

Education plays a key part in this process as it acts as a proving ground for ability. It **'sifts and sorts'** us according to our ability. The most able gain the best grades which in turn allows them to attend the best higher education institutions and therefore fill the important positions in society.

Task

Referring to your own experiences at school, how does school 'sift and sort' pupils to help find their role in society, suited to their talents?

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Is the sifting and sorting process fair? Explain.

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Do the important jobs always get the highest rewards? Explain with examples.

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Task

The main functions associated with education are listed below in the left column. The right column shows definitions. Unfortunately, they are muddled up. Sift and sort the definitions to match the correct function.

The Functions of the Education system	
Serving the needs of the economy	The education system is expected to enable individuals to move up (or down) the social ladder. Able students from disadvantaged backgrounds have opportunities to achieve qualifications that allow them to move up the layers of the social class system.
Selection	While at school, pupils learn the culture (way of life), norms and values of their society.
Facilitating social mobility	Through their formal education (e.g. citizenship classes) pupils identify with British culture and see themselves as British citizens. Schools help to reinforce the 'glue' or the social bonds that unite different people in society.
Encouraging 'Britishness' and social cohesion	Education has an economic role in teaching the knowledge and skills that future workers will need in a competitive global economy.
Secondary socialisation	Schools teach pupils to conform and to accept rules (e.g. punctuality) and adult authority.
Social control	The education system works like a sieve, grading people and allocating them to jobs based on their individual merit, abilities and exam results.

Marxism and the Role of Education

Marxists tend to have a negative view on the education system. Schools teach children to accept inequality and capitalism. Schools help stop the proletariat from rebelling against capitalism. Marxist disagree with Functionalists, and argue **MERITOCRACY IS A MYTH**. It is not real!

Repressive State Apparatus
The Bourgeoisie use physical force or threat to control or repress the proletariat. This is achieved through the army, police and courts.



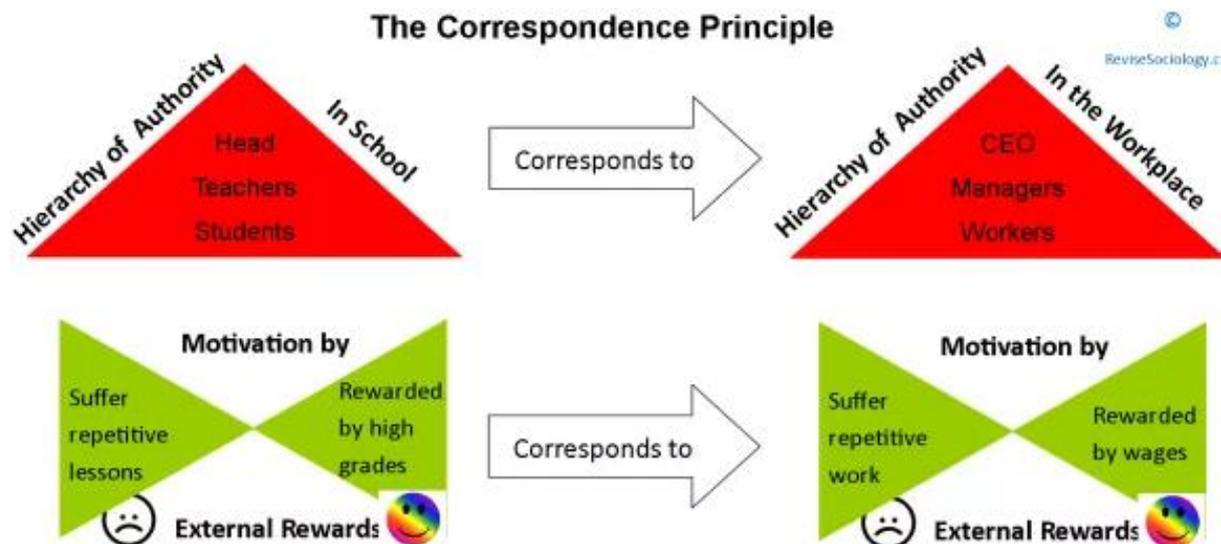
Louis Althusser and the Ideological State Apparatus (ISA)

The ISA justifies class inequalities. For example if you fail and you underperform in your exams, you are led to believe that you deserve a low position in society. If we accept inequality, we will not challenge capitalism.

Ideological State Apparatus
The Bourgeoisie control peoples ideas, values and beliefs. They do this through the family, media, religion and education system.



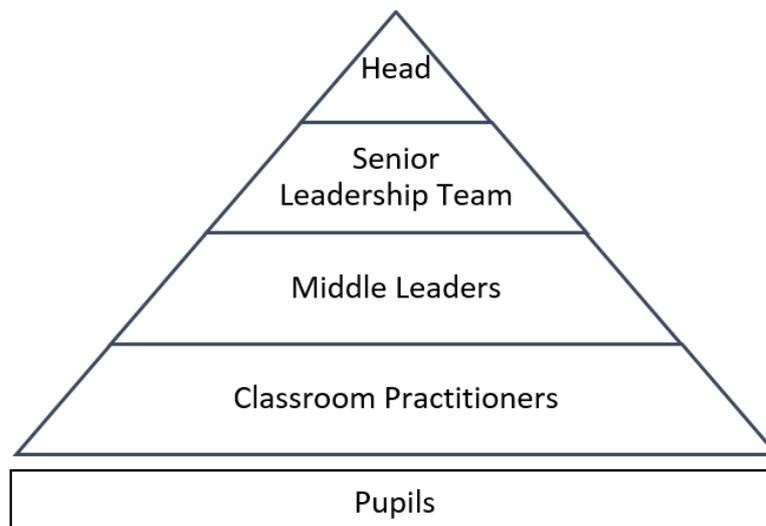
Bowles & Gintis and the Correspondence Principle



The Correspondence Principle or the Correspondence Theory is the idea that the norms and values pupils learn in school correspond to the norms and values which will make it easy for future capitalist employers to exploit them at work.

The **hidden curriculum** refers to things students learn at school but they are not always aware of this learning. The hidden curriculum prepares students for capitalism and the wider world of work. For example;

- *Capitalism requires a workforce with the kinds of behaviour, attitudes and personality suited to being exploited to work hard and for low pay.*
- *The role of education is to prepare individuals for this. This is achieved through the hidden curriculum.*
- *Hierarchy: Students learn that different people are on different levels at school and at work. They accept inequality as a normal part of life.*



Task: Hidden Curriculum in everyday life

Below is a table detailing aspects of the hidden curriculum and correspondence principle. Read through and fill in the blanks.

The Hidden Curriculum features	What do individuals learn from this?
School Prefects	R..... for elders and responsibility
School rules, detentions and merits	Conformity to r..... whether you agree with them or not.
Assemblies	Respect for r..... beliefs and key
Males and females being taught different subjects, e.g., sport or being expected to have different career patters.	To conform to s.....
Competitive sports and competitions	Teaches that workers have to c..... with each other for jobs and w.....
Respecting teachers, pupils doing as they are told and having to justify behaviour.	Respect for those in a.....

Punctuality	Good t.....-keeping at w.....
Concentrating on school work	Workers having to accept b..... menial and r..... jobs.
Hard work being valued	Everyone can do w..... if they t..... hard enough.
Grading by ability and exams	The people who do b..... will get b..... jobs and b..... pay.
Different sets and bands for subjects	This enables pupils to get used to different l..... j.....
Pupil's lack of power and control over the subjects they are taught and the organisation of the school	Worker's l..... of power and control at work.
The authority hierarchy of the school.	Learning their p..... in society and about who has the p..... and c..... in the workplace.

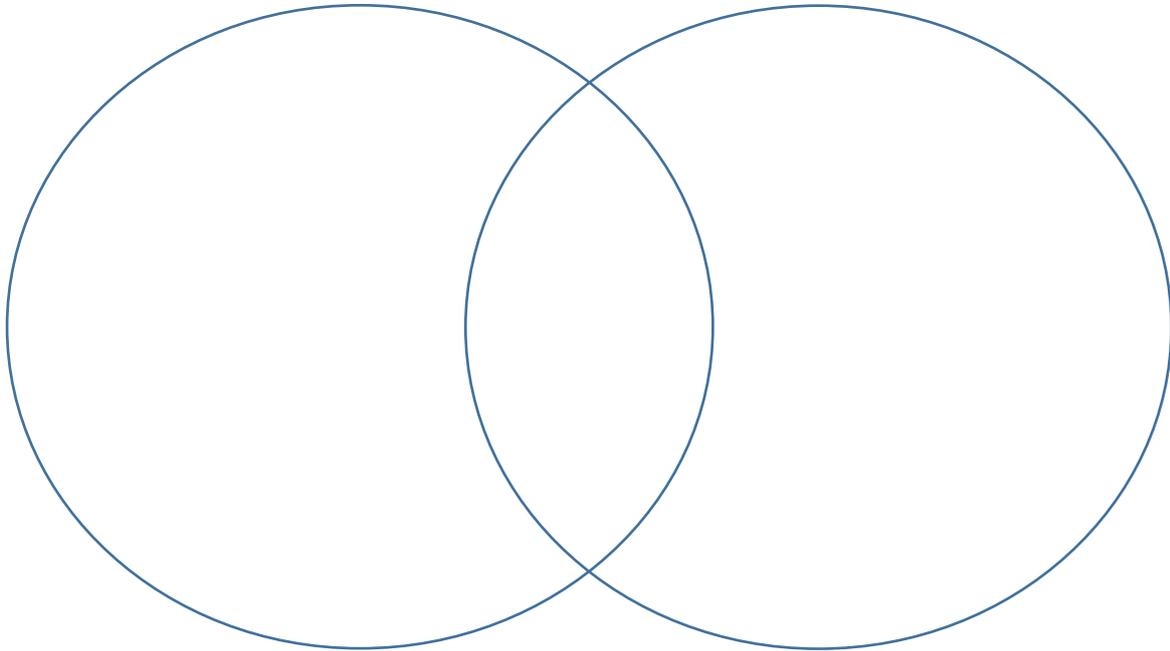
Task

The main Marxist functions associated with education are listed below in the left column. The right column shows definitions. Unfortunately, they are muddled up. Sift and sort the definitions to match the correct function.

The functions of the education system according to Marxists		
Match the function to the correct definition		
Serving the interests of the ruling class		Through sports and exams at school, students are encouraged to accept values such as competition. If most people value competition, this helps to maintain the capitalist system because it is based on competition.
Reproducing the class system		By passing on ideas and beliefs that benefit the ruling class (for example, that capitalist society is fair and meritocratic), the education system serves ruling class interests.
Breeding competition		The education system socialises working-class children to accept their lower position in capitalist society. For example, they learn to accept hierarchy at school and obey rules.
Secondary socialisation		Education appears to reward pupils fairly based on their abilities. However, it actually favours pupils from more advantaged backgrounds. Over time, education recreates (or reproduces) the advantages that some social class groups have over others.

Task

In the Venn diagram below, consider the similarities and differences between Marxists and Functionalists and the role of education.



New Right Principle; Parental Choice and Competition between schools

1988 Education Reform Act

The New Right are associated with the Conservative political party. In 1988 Margaret Thatcher introduced the Education Reform Act, which has a big impact on the Education system. This brought with it **marketisation**. Marketisation refers to the way schools behave like businesses, and compete with others to attract customers (parents).



The Conservative Government moved away from 'equality of opportunity' and they introduced more competition. The Conservatives introduced 'market principles'. This included the following:

- The National Curriculum
- National testing (Key Stages/SATs)
- League Tables
- Prospectus
- Open enrolment
- Increased OFSTED inspections

NATIONAL CURRICULUM	
<ul style="list-style-type: none"> • A standard curriculum in all <u>state schools</u> (Maths, English and Science for students aged 5-16 became core). • Subjects (History and geography) must be studied to KS3 level. 	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ✓ All students in the country do the same (or similar courses). ✓ Continuity when a pupil moved school. ✓ Government has control over curriculum (in the past teachers had more control). 	<ul style="list-style-type: none"> ✗ Not suitable for all students i.e. the NC suits the academic student. ✗ Private schools do not have to teach the NC. ✗ Less choice. Some subjects were scrapped. ✗ Political interference in school 'learning'.

NATIONAL TESTING	
<ul style="list-style-type: none"> • Formal assessments at the end of each key stage in core subjects. • Ages 7, 11, 14 and 16. (Government axed testing at age 14 in 2005). • Students pushed to hit target grades. • Performance is measured against national targets. Intervention can be made with students working under the national level. 	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ✓ Teachers encouraged to get high grades. ✓ Performance could be compared to other schools in the area and across the country. 	<ul style="list-style-type: none"> ✗ Pressure on pupils. ✗ Many students fail and feel worthless. ✗ Schools become exam factories ✗ Do not analyse 'value added' ✗ Students may be more talented in subjects not tested.

Task: Assessing students' progress

Read the extract and answer the questions that follow:

I think we're now trapped in an education system driven by testing... we have too much testing now. Assessments actually goes on all the time in school. Teachers will say: "Well done", "That's right", every day to their pupils- but 99% of this school assessment is low stakes and informal. Only 1% of assessment is high stakes and formal, and it is this 1% - SATs, GCSEs, A Levels, AS Levels, on which everything rests.

Questions

1. Make a list of the possible benefits and problems of testing 7 year olds and using the results as a measure of their ability.

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2. What might be better ways of assessing students progress?

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LEAGUE TABLES

Annually published results of school examination performances at GCSE and A LEVEL.

Note: This website <https://www.compare-school-performance.service.gov.uk/> will take you to the most recent league tables.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">✓ Parents can compare schools.✓ Schools motivated to improve.✓ Make teachers accountable for results..	<ul style="list-style-type: none">✗ Creates 'sink schools'.✗ Doesn't measure Value Added.✗ Doesn't take into account the socio-economic make up of schools .✗ Schools manipulate figures.

OPEN ENROLLMENT

- Schools take students from any anywhere (does not depend on catchment area).
- Parents can send children to which ever school they desire (admissions apply).
- Competition between schools is increased.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">✓ Specialist schools had more choice✓ Schools compete with each other and this can raise standards.✓ Schools that are more popular received funding.	<ul style="list-style-type: none">✗ Least popular schools received less funding.✗ Broke up communities✗ Minority subjects abandoned.✗ Schools too focused on 'marketing'.

Task

Parental choice?

The aim of introducing market forces into education was justified in two ways: as an extension of personal freedom and also to improve schools as they compete to attract parents- who are effectively 'customers' for education.

The researchers have identified parents as belonging to broad categories of choice-making:

Privileged/skilled choosers were generally middle class.... These parents arrange for their children to attend the correct primaries and then use negotiating skills and training of their children to ensure that they are accepted by the selected schools.

Semi-skilled choosers were a mixed class group of aspirant working- class parents. They were highly motivated for their children, but were less aware of some of the... insider knowledge of the system necessary in order to privilege their children. They were more open to media reports of the schools and they relied on the judgements of others. Many did not fully understand the significance of the open evenings and brochures and so they relied on reputation and rumour in their selection processes.

Disconnected choosers who were less able to make choices often viewed parental choice as being of little significance and viewed all schools as being 'much the same'. They usually made their selections on geography or on the current 'happiness' of the child rather than in terms of job prospects.

Questions

1. Explain why the idea of schools competing for parents would lead to them improving their standards.

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2. According to the research, what factors may affect parents' ability to make choices about which school to send their children to?

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3. How might some parents be more able to get their children into the 'correct' primary schools for the secondary school of their choice?

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Dark side of marketisation

The pressure of marketisation has led to cream-skimming – where some students take the top cream, that is selecting higher ability students who gain the best results and cost less to teach. It has also led to silt-shifting – offloading students with learning difficulties who are expensive and get poor results.

Ball (1994) found that schools have had to spend more on marketing themselves to parents, often at the expense of spending in other areas such as SEN.

Task: Marketisation in Education

Read the extract and answer the following questions:

Schools need to create an 'image' that is attractive to parents and students. They do this through school policy, documentation, the building, name and their students. Newly developed schools need to create instant 'traditions' through logos and uniforms. School documentation had to fit with 'school style'. School prospectuses were better produced and glossy.

The concern was to give schools more middle class flavour in order to attract the high-achieving child of ambitious parents. The term 'able' has become code for students who were 'middle class', female, white or Indian. Unattractive intakes consisted of less able, emotionally damaged children with learning disabilities. Integration was resisted for children with special educational needs in some schools because of the possible perceptions of parents. Image making is turning schools into organisations that value certain children above others. The market does not ensure equality of access for all if schools only desire the custom of certain groups at the expense of others.

Questions

1. Identify two effects of marketisation in schools.

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2. Which social groups may face social inequality as a result of marketisation in schools?

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Describe one advantage to league tables. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO1 marks =2 The examiner is testing your <i>knowledge and understanding</i> of league tables. • To achieve AO1 you must demonstrate relevant knowledge and understanding of one factor relating to one strength of league tables. 	<ul style="list-style-type: none"> • One advantages could be..... • This means.... • This involves... • An advantage to league tables is...

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The Feminist view of Education

Task

Read the extract from the GCSE Eduqas Sociology textbook below and complete the knowledge mat.

Schools and patriarchy

Feminists drew particular attention to the contribution of schools to the underachievement of girls in education in the 1960s. They argued that schools were patriarchal; run in favour of males and dominated by males. Feminists saw patriarchy in society and in schools as the main reason for the lower achievements of girls and they therefore tried to raise awareness of it with a view to changing the system.

Feminists drew attention to many issues that they felt caused inequality in schools. These included boys and girls following a different curriculum and being encouraged to choose different subjects.

Reasons for girls low attainment in the 60s

Before the introduction of the National Curriculum in 1988, boys would normally take traditional masculine craft subjects such as woodwork and metal work while girls would normally do cookery and needlework. Feminists saw this as reinforcing ideas that men and women did different jobs, with women more suited to housework tasks.

Another issue was the ways males and females were portrayed in different, stereotypical roles in reading schemes and texts books. Ladybird reading schemes, very popular in the 50s and 60s, came under criticism because their female characters were mainly shown in domestic roles and girls were always helping mother with the housework.

Much of this has now changed. With the National Curriculum, pupils in publicly funded schools follow the same courses. Feminists have raised awareness of issues, and this helped towards girls having the same education and the same opportunities in schools as boys.

Patriarchy and the Hidden Curriculum

Although they agree there have been improvements, feminists argue that schools are still patriarchal and that girls have improved their results in spite of this. Some feminists say the hidden curriculum passes on gender messages to girls and boys about their place and role in society and about appropriate gender behaviour. This might be through books, what teachers say, how subjects are presented and how girls and boys are treated. They argue that the hidden curriculum is patriarchal and based around men and their achievements.

Feminists point out the study of history is mostly about men and the achievements of men. Women are marginalised in history.

Men in top positions

Men are proportionately more likely to get to top positions in teaching. Although more female head teachers have been appointed, men still dominate this position at secondary level. According to government figures for 2015, 62% of secondary school teachers were female, but only 36% of head teachers are female.

Gendering of subjects

Another area feminists draw attention to is gendering of subjects. This means that certain subjects are thought of or presented as more suitable for one gender. The curriculum now allows for girls and boys to study the same subjects but, Feminists argue, schools still tend to suggest, albeit indirectly, that physics, engineering and resistant materials might be more suitable for boys, and languages, food technology and childcare for girls.

Boys domination of space

From her research, Becky Francis argues that boys dominate the classroom and generally attract more attention, positive and negative from teachers. They tend to be noisier than girls, which leads to more pupil-teacher interaction for them and less for girls. She found that boys also dominate the playing areas, occupying most of the space with football, other ball games and fast-paced physical play.

Social control

Schools might also be patriarchal in the way that, at school, boys might exercise social control over girls and try to police their behaviour. Sue Lees found that a double standard of morality existed whereby boys demean girls who are sexually promiscuous or overtly flirty while this behaviour is considered acceptable, even praiseworthy, by boys themselves.

Feminism and Education Knowledge Mat

Why did girls underachieve in the 1960s?

**Who is more likely to achieve a top position in education?
Explain with examples.**

Key Word Bank

**How does the hidden curriculum pass on
messages about patriarchy?**

To what extent are subjects 'gendered'? Give examples.

What did Sue Lees find?

What did Becky Francis find?

Differences in attainment between Social Class groups

Quick Recap!

Social class is one way of describing a person's position in society. An individual's social class is usually determined by looking at their **occupation** or at their **parent's occupations**.

Below is a copy of the National Statistics, Socio Economic, Class scale. This is how social class is measured in UK society today.

Social class group		Examples
1	Higher managerial and professional occupations.	
1.1	Large employers and higher managerial occupational.	Company directors, senior managers, senior civil servants, senior officers in police and armed forces.
1.2	Higher professional occupations.	Doctors, lawyers, clergy, teachers and social workers.
2	Lower managerial and professional occupation.	Nurses, midwives, journalists, actors, musicians, prison officers, lower ranks of police and armed forces.
3	Intermediate occupations	Clerks, secretaries, driving instructors, computer operators.
4	Small employers and own account workers	Farmers, taxi drivers, window cleaners, painters and decorators.
5	Lower supervisory, craft and related occupations.	Printers, plumbers, television engineers, train drivers, butchers
6	Semi-routine occupation	Shop assistants, hairdressers, bus drivers, cooks.
7	Routine occupations.	Cleaners, labourers, waiters and refuse collectors.
8	Never had a paid work and the long term unemployed.	

Task: Social class statistics and achievement

Examine the statistics on the following page and identify patterns and trends. You should label the tables where appropriate, and refer to sociological language. Explain your understanding of the tables in the space provided.

Attainment of 5 or more GCSE grades A*-C in year 11 (2003-2006) percentage

<u>Parental occupation</u>	<u>2003</u>	<u>2006</u>
Higher professional	76	81
Lower professional	65	73
Intermediate	53	59
Lower supervisory	41	46
Routine	33	42
Other/ not classified (e.g. No occupation)	34	34

Academic achievement in year 11 GCSE (2006) percentages

Free school meals	5+	8+	5-7	1-4	5+	1-4	none
	A*-C	A*-C	A*-C	A*-C	D-G	D-G	
No	61	45	15	22	11	14	3
Yes	31	18	13	27	20	14	8

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The social class issue;

- **Free school meals** is linked to lower income and lower social class backgrounds.
- The higher the social class background the greater chance of achievement.
- PISA (Programme for International Student Assessment) has found social class on educational attainment is significantly higher in Britain than the average for other countries.

Material deprivation

This term refers to a lack of resources needed to succeed in education. Those who are materially deprived often lack a sufficient amount of money needed to buy educational tools and resources.

Task: Material deprivation

List the items a child needs to be successful in education in the space below;

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| <input type="checkbox"/> | <input type="checkbox"/> |
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Highlight the needs in your list that a lower class child may not have. In the space below, explain why this can affect working class achievement.

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Task: Evaluation

Read the following points listed in the boxes below. Answer the evaluation questions in the space provided.

<p>Douglas 1967- Overcrowded housing and lack of privacy can affect performance at school.</p> <p>➤ Suggest how an overcrowded home can be good for a child's education.</p>	<p>Inner cities lack pre-school facilities.</p> <p>➤ Which social class is likely to live in an inner city?</p> <p>➤ Why is lack of pre school facilities bad for a child's development?</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Halsey, Heath and Ridge (1980) showed that a higher rate of working class children left school at the first possible opportunity.</p> <p>➤ Why do you think a working class student is likely to leave school earlier than a middle class student?</p>	<p>Working class parents are less likely to attend parents evening.</p> <p>➤ Why is this a bad thing?</p> <p>➤ Why are WC parents less likely to attend?</p>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task: Are state schools free?

1. According to Aviva, how much money do families spend on average on their child's education?
2. True or false. The Children's Commission on poverty found that children from low-income families are more likely to face social isolation and bullying at school.
3. Why are non-uniform days a problem for students from low-income families?

Social Class exam question



Exam Practice - Thinking about 15 mark exam questions

'Working class pupils tend to underachieve in education mainly because of material factors.'
Do you agree with this view?
(In your answer you are advised to refer to theory and any other relevant factors to support your judgement)

What is this exam question asking you to do?

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What is the examiner looking for?

AO1 marks = 4 marks

The examiner is testing your ***knowledge and understanding*** of sociological theories, terms, names, concepts, evidence and methods

AO2 marks = 3 marks

The examiner is interested in your ability to ***apply*** theories and ideas to this question. And your ability to apply examples.

AO3 marks = 8 marks

The examiner wants you to ***analyse*** (look for similarities and differences), ***evaluate*** (look for strengths and weaknesses to ideas discussed) make an argument and an overall conclusion.

Task

Read the band descriptors provided by the Eduqas exam board.

	AO1 - 4 marks		AO2 - 3 marks		AO3 - 8 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding. There should be a range of reasons for working class failure discussed. Reasons should be described in detail, with examples to support. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	There are no Band 4 marks for this assessment objective 3 marks are awarded as for Band 3		A developed analysis and evaluation of the relative importance of a range of arguments linked to discuss reasons relating to working class underachievement at school. There is a sustained line of reasoning which is coherent, relevant, substantiated and logically structured to support judgements and a conclusion linked to the specifics of the question.	7-8
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of reasons relating to working class underachievement at school, though some arguments will be described in less detail than others. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to discuss reasons relating to working class underachievement. The explanation will be well developed.	3	Good analysis and evaluation of the relative importance of factors linked to discuss reasons relating to working class underachievement at school, Lines of reasoning may not be sustained throughout but are coherent and relevant to support judgements and a conclusion linked to the specifics of the question.	5-6
	AO1 - 4 marks		AO2 - 3 marks		AO3 - 8 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of argument(s) relating to working class underachievement in schools, though lacking in detail and with inaccuracies/irrelevancies. There will be limited evidence of	2	Knowledge and understanding of relevant theories/concepts/evidence is applied and used to discuss reasons relating to working class underachievement at school. The explanation will be partially developed as some of these	2	A partial analysis and evaluation of the importance of factor(s) linked to discuss reasons relating to working class underachievement at school, Any judgement or conclusion will be superficial.	3-4

	appropriate sociological language and concepts.		reasons will be explained in less detail than the others and with inaccuracies.		
BAND 1	Answer demonstrates only basic knowledge and understanding of reasons relating to working class underachievement in schools. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to discuss reasons relating to working class underachievement at school will be limited. Any explanation will be undeveloped and contain inaccuracies.	1	Limited analysis or evaluation only, with no judgement or conclusion in relation to the specifics of the question. 1-2
Award 0 marks for incorrect or irrelevant answers					

After reading the band descriptors answer the following question:

What must you do to achieve a mark in band 4?

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The next few pages will be used for planning and answer to the essay question.

In the space below, list 5 points relating to material factors and social class underachievement at school. Consider key terminology and names were relevant, Points should be short sentences. Following this, write a brief evaluation point to either support or disprove your point. Think about key AO3 buzz terms as sentence starters; however/ On the other hand/ in comparison/ in a similar way/ to critique/ a weakness could be/ a strength is etc...

Material Factors	Point <i>To be written in one clear sentence</i>	Evaluation <i>Use an AO3 Buzz word. Aim for at least one sentence.</i>

Cultural Factors	Point <i>To be written in one clear sentence</i>	Evaluation <i>Use an AO3 Buzz word. Aim for at least one sentence.</i>

A lack of intellectual stimulation.

Working class children are disadvantaged when they start school. Working class parents are less likely to give their children educational toys and activities.

Task

Look at the toys below. What kind of physical, intellectual, emotional and social skills might a child learn from each toy? Annotate the images.



Why are middle class parents more likely to give these toys to their children?

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Working class parents are less likely to give their children educational toys. Evaluate this perspective.

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Speech codes

The Social Linguist **Basil Bernstein** claims the working and middle classes have distinct speech codes.

Restricted Code	Elaborated Code
<ul style="list-style-type: none">• Typically used by the working class.• Limited vocabulary, short, unfinished and grammatically simple sentences.• Single words or gestures i.e. 'yes', nod.• Context bound	<ul style="list-style-type: none">• Typically used by the middle class.• Wider vocabulary and longer sentences.• Varied language and communicates abstract idea.• Context free

Task: Read the extract and answer the questions.

One of Bernstein's research studies involved showing a group of children a strip cartoon and recording their account of what it depicted. Some said things like:

"They're playing football, and he kicks it and it goes through there. It breaks the window and they're looking at it and he comes out and shouts at them because they've broken it so they run away and then she looks out and she tells them off"

While others said:

"Three boys are playing football and one boy kicks the ball, and it goes through the window the ball breaks the window and the boys are looking at it, and a man comes out and shouts at them because they've broken the window so they run away and then that lady looks out of her window and she tells the boys off."

1. Which recording represents the restricted code? How do you know this?

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2. Which recording represents the elaborated code? How do you know this?

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3. Identify which code is best suited at school. Explain why.

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4. Why does the elaborated code benefit schoolchildren?

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Working class subculture

A subculture refers to a group within a wider culture, which has significantly different norms, attitudes, values and lifestyle to other groups in society while sharing some aspects of wider culture.

Three features of the working class subculture are:

- *Immediate gratification*
- *Fatalism*
- *Collectivism*

Immediate gratification

This refers to wanting rewards NOW, rather than being willing to make sacrifices and working hard towards future rewards.

Fatalism

Working class children usually do not believe that they can improve their position through their own individual efforts. They tend to believe, what will be, will be.

Collectivism

Collectivism refers to valuing being part of a group more than succeeding as an individual. Middle classes tend to believe that an individual should not be held back by group loyalties

Low value on education

In general, the working classes place low value on education

- Hyman (1967) argues that the working class do not value education (and don't believe they will benefit from it'.
- Douglas argues the working class parents show less interest in their children's education and give them less support.

- Feinstein (1998) found that working class parents' lack of interest was the main reason for their children's under achievement.

Task

Produce an argument to suggest Hyman, Douglas and Feinstein are incorrect.

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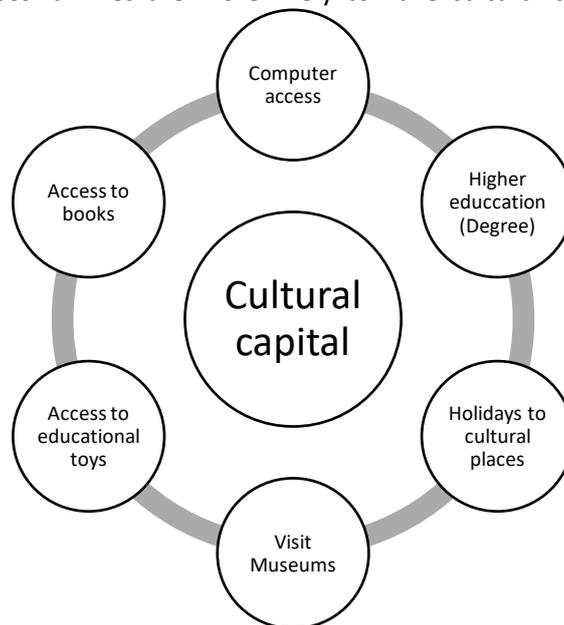
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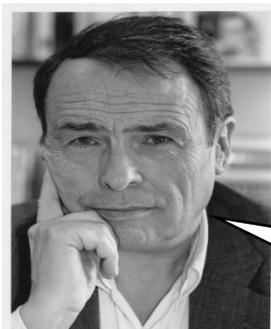
Differences in attainment: Social Class and Cultural Capital

Pierre Bourdieu and Cultural Capital

Bourdieu coined the term **cultural capital**, which refers to the advantages that parents can pass on to their children in the form of knowledge, resources and lifestyle choices, which help their children to be successful. Middle class families are more likely to have cultural capital due to the following reasons:



According to Bourdieu....



Bourdieu believes that the upper classes control education. They make sure that their culture is seen to be superior and is the one that is established in schools. Upper and middle class children therefore fit in at school more easily and succeed because they have the same culture. The working class children leave school early or fail.

THE EDUCATION SYSTEM IS RIGGED, SO THE MIDDLE AND UPPER CLASSES STAY ON TOP!

Task

In the space below, list how middle class children have more of a **cultural advantage** in comparison to working class children at school. Think about your own experiences at school, and the content explored in lesson.

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How can this cultural advantage help middle class children get the best jobs in society?

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Exam Practice

Describe one way in which cultural capital can affect attainment at school. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO2 marks =2 • The examiner is testing your ability to apply your knowledge of independent schools and the Education module. • You will be awarded one mark for a basic description why cultural capital can affect children in schools. To show this, you must use sociological language where applicable. 	<ul style="list-style-type: none"> • Cultural capital can lead to... • According to Bourdieu... • Cultural capital can affect children by... • The Neo Marxist Bourdieu....

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The Middle class advantage: Social Capital

Social Capital refers to the advantages that middle class parents have such as knowledge of the school system and the ability to negotiate with teachers.

Diane Reay (1998) found that compared to working class mums, middle class mums had a better understanding of how the school system worked and how to help their children succeed. They were more articulate and insistent and therefore more successful at getting what they wanted.

Becky Francis has argued that many working class parents do have high aspirations for their children but do not have the social capital to understand the ‘rules of the game’. They do not have insider knowledge or the social skills to enable them to make sense of or work their way around the school system.

Task
Why do you think middle class parents have better social capital?
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What are the reasons for class differences in achievement?

Social Class and Internal Factors

External factors refer to outside of school factors as the main influence of attainment i.e. home background including material and cultural explanations.

Internal factors occur within the school and education system i.e. teacher and pupil interaction.

School factors and achievement

Most sociologists who have studied the role of school factors are **interactionists** who focus on small-scale interactions between teachers and pupils.

- 1. Labelling
- 2. Self-fulfilling prophecy
- 3. Pupil subcultures
- 4. Education policies
- 5. Irrelevant Curriculum

Task

You are a teacher. You have two new students, Claudia and Pepsi.

- What is your initial impression?
- How do you expect these students to behave?
- Would you treat these students differently? Explain.
- Annotate the images.



Labelling Theory by Howard Becker

Labels are meanings or definitions we attach to someone or something to make sense of them – e.g. Middle-class pupils are labelled ‘bright’, ‘motivated’, ‘cooperative’ etc. Becker argues that teachers label middle-class children as ‘*ideal pupils*’ and prefer to teach them rather than working class children.

The self-fulfilling prophecy

A prophecy is a prediction made about something or someone (e.g. “he’s stupid – he’s bound to fail”). Students begin to believe the label teachers give them and act upon it. Working class students are more likely to receive a negative label and create a negative prophecy.

Task: Testing the Self Fulfilling prophecy

Read the following details of a study by Rosenthal and Jacobson, called *Pygmalion in the Classroom* (1968). The study was designed to test the theory of the self-fulfilling prophecy.

Teachers in an elementary school in California were told by the researchers that they had identified a number of student- the ‘spurters’- who were likely to make rapid academic progress. The teachers were led to believe that the spurters had been identified as a result of high scores in IQ tests.

In reality, the spurters had simply been selected randomly by the researchers and did not display any greater ability than their classmates. However, a year later it became clear that the spurters had, indeed, made significantly greater progress than the other students.

Rosenthal and Jacobson concluded that the progress of the spurters was a result of the teachers’ expectations of them. These higher expectations had been communicated to the students and they had become to believe in the teachers ‘prophecy’ about them.

Questions

In what ways could the teachers have communicated their high expectations to the spurters?

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What do you think happened to the other students who were not labelled as spurters?

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If you were a parent of a child at that school, how would you have felt about the research?

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Can you think of any factors other than teachers' prophecy that could have influenced the spurters 'achievements'?

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Streaming and labelling

Streaming is an extreme form of labelling. It works by putting all pupils of similar ability together into the same class or 'stream' for all subjects. 'Bright' pupils are grouped together in the top stream, 'thick' ones in the bottom.

Lacey (1970) describes streaming as 'differentiation' – a way of separating the sheep from the goats and then educating them differently. Streaming often creates a self-fulfilling prophecy.

Pupil Subcultures

Pro-school subcultures are usually formed by pupils in higher streams. They accept the school's values and goals for hard work, regular attendance, respect for teachers etc. Typically they enjoy school, participate enthusiastically in its activities and intend to continue in education. Pupil subcultures often lead to a self-fulfilling prophecy: members of pro-school subcultures work hard and are successful, while those in anti-school subcultures mess about, truant and fail.

A subculture is a group whose beliefs, values and attitudes differ to some extent from the culture of wider society. Pupils may form their own subcultures in response to labelling.

Anti-school subcultures are often formed by those in lower streams. They reject the school's values and often invert them (turn them upside down). They dislike school, flout its rules, disrespect, and avoiding schoolwork, play truant, sabotage their uniform etc.

Task

1. List 5 examples of positive labelling.

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2. Explain why some teachers would prefer to teach students from a pro school subculture.

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3. Explain why some teachers would prefer to teach students from an anti-school subculture.

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Describe one way in which labelling can affect children in schools. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO2 marks =2 • The examiner is testing your ability to apply your knowledge of independent schools and the Education module. • You will be awarded <i>one mark</i> for a basic description why labelling can affect children in schools. To show this, you must use sociological language where applicable. 	<ul style="list-style-type: none"> • Labelling can lead to... • According to Becker... • Labelling can affect children by... • The Interactionist Becker

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Educational policies

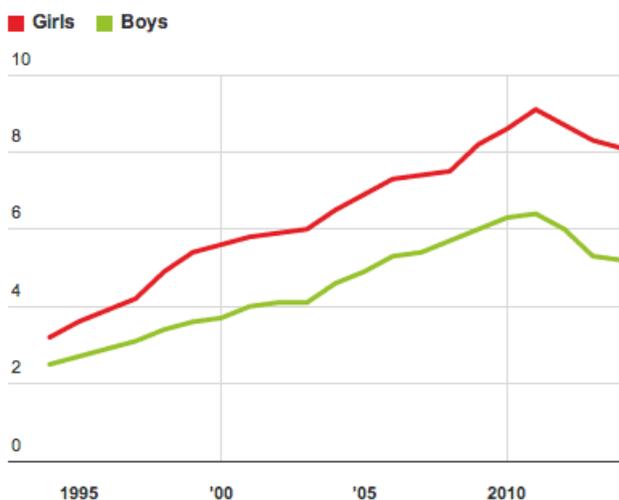
What goes on in schools isn't just a product of what teachers decide to do. It is also greatly influenced by government policies, and these can have an important effect on class differences in achievement. For example, some sociologists argue that marketisation policies have increased the amount of streaming in schools. Likewise, policies on issue such as grants, fees, maintenance allowances, the school leaving age, compensatory education etc. have an impact on home background factors such as material or cultural deprivation.

Irrelevant Curriculum

In 1988, the Government introduced the National Curriculum. This is a programme of study across the UK. Academies and Free schools do not have to follow the National Curriculum. ***Diane Reay*** argues that much of the curriculum is not relevant to the lower-working class children and consequently they disengage with school. This can involve students not going to school or forming anti school subcultures.

Gender and Education

Percentage getting A* GCSEs



SOURCE: CEER, JQC

theguardian

Since the 1980s girls have overtaken boys at all levels of education and the gap is getting wider.

The issue

Historically boys outperformed girls, but this situation has changed. Within three generations girls have outperformed boys at all levels. This pattern occurs across ethnicity and is amplified by class with working class boys being the most likely to underachieve. Sociologists are interested in why girls have improved.

The Feminist Movement

The 'Feminist Movement' has improved the rights of women as well as raising expectations and self-esteem/motivation of women. Women are no longer strictly bound to the 'Mother/ Housewife Role'.

Sue Sharpe: Just Like a Girl

Sharpe conducted a longitudinal study based on female priorities and attitudes. In 1976, Sharpe found that females prioritised *love, marriage, husbands, children and then a career*.

She repeated the study in 1994 and found that priorities had changed to career, independence THEN MAYBE relationships etc.



McRobbie and media analysis

McRobbie explained that magazines such as Jackie in the 1970s emphasised the importance of getting married whereas nowadays priorities have changed and women are faced with more positive role models within the media.

Task: Media Analysis

Read the magazine covers on the next page and consider the following questions; *to what extent are women encouraged to be independent? Have magazines changed since 'Jackie' in the 70s? Are women career driven and in control?*

Refer to key sociological concepts and language as you annotate.



Feminism and Social Policy

Task: Feminism has helped introduce some of the policies stated in the table below. How does each policy link to education and an increase in academic achievement?

Policy	Summary of Act	Links to achievement and education
Sex Discrimination Act 1975	Men and women cannot be treated unfairly at work due to their sex.	
Equal Pay Act 1970	Makes it illegal to pay one sex more than another for work of equal value.	
Divorce Reform Act 1969	Couples could divorce after 3 years due to irretrievable breakdown.	
The Abortion Act 1967	A woman could legally terminate her pregnancy with medical assistance.	

Female Socialisation

Lobban found that, in story books, females tend to be portrayed as dependant, passive, quiet & sensible whereas boys were more adventurous, active, independent & 'boisterous'. This is arguably beginning to change, as girls are encouraged to be more outgoing and independent of men.

Employment Opportunities for Women:

Mitsos & Browne (1998) highlight how the growing ***Service Sector/ Economy*** has created more 'feminised' career opportunities for women e.g. in **Health Care, Hospitality, Teaching, Clerical, Childcare professions.**

According to Webb et al (2008)

- The number of women in employment went up from 47% in 1959 to 70% 2007.
- The pay gap between men & women has fallen from 30% to 17% since 1975.
- More & more women are breaking through the 'Glass Ceiling Effect'.

Francis (2001) Interviewed girls about their career aspirations & concluded that, due to increased employment opportunities, females have become extremely ambitious & aim for ‘high professions’ such as Doctors & Solicitors.

 **Exam Practice**

Describe one reason why girls tend to out perform boys at school. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO2 marks =2 • The examiner is testing your ability to apply your knowledge of Gender and Educational achievement. • You will be awarded <i>one mark</i> for a basic description why girls tend to out preform boys. To show this, you must use sociological language where applicable. 	<ul style="list-style-type: none"> • One reason could be..... • According to ... • For example... • Social policies such as..

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Differences in attainment: Internal Factors and Gender

Equal Opportunities Policies

Due to the Feminist movement many sociologists have argued that the Education System has become much more '**Gender-Aware**'. Policies that are based on gender equality have become much more 'mainstream' & as such gender stereotyping is/ has become/ing less of a problem...

The Education Reform Act (National Curriculum) 1988:

The National Curriculum has created a situation where males & females study the same core subjects. This has created a more meritocratic education system whereby males & females compete on equal terms.

- **WISE** (Women into Science & Engineering)
- **GIST** (Girls into Science & Technology)

Task

Watch the brief clip and answer the questions below.

<https://www.youtube.com/watch?v=pWMFriOBjWo>

1. What is Anna’s job title?

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2. What is the EDT?

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3. Why do you think Anna is the only female apprentice?

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4. Why do you think Anna wants to work more closely with schools? Will this have a positive impact? Explain.

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Positive Role Models

Female pupils now have more positive role models WITHIN the education system (as well as externally too) which may help explain their educational progress. More & more women are taking up positions of high responsibility within the education system (in particularly Head teacher Roles).

Weiner (1995): Teachers are challenging gender stereotypes more than ever e.g. sexist images have been removed from textbooks and there is more positive female imagery in resources.

GCSEs and Coursework

Gorard (2005) suggests there is a ‘Gender Gap’ in success rates and this increased dramatically in the academic year 1988/9. This coincides with the introduction of GCSEs which brought with it more coursework based assessments. The ‘Gender Gap’ is a product of the changed system of assessment.

Mitsos & Browne (1998) support Gorard this view by suggesting that coursework suits girls because:

- ✓ Girls take more care in presentation.
- ✓ Girls spend more time on their work.
- ✓ Girls are more organised than boys.
- ✓ Girls develop better speaking & listening skills – particularly useful for oral exams.

However Jannette Elwood (2005) argues that exams are more important than coursework & therefore the argument that coursework has effected girls achievement is flawed.

Teacher Attention, Stereotyping & Labelling

Dale spender (1983) found that boys actually received more attention in the classroom than girls did, however, this is not always positive:

- Swann found boys dominate discussions whereas girls are more likely to work quietly.
- Groddal found boys are more likely to attract the teacher’s attention, as they are more boisterous and disruptive.
- Francais found that this was because boys were more likely to be disciplined than girls and therefore the attention is not always productive.

Task

Read the extract below entitled ‘Are single sex schools and classrooms best?’

Teaching girls in single-sex schools, long an obsession of many parents worried about their daughters being distracted by boys, makes no difference to their attainment according to a comprehensive study by Alan Smithers, Professor of Education at Buckingham University and one of Britain’s most respected school experts.

... “The reason people think single-sex schools are better is because they do well in league tables”, said Smithers. “But they are generally independent, grammar or former grammar schools and they do well because of the ability and the social background of the pupils”.

A growing movement in the US suggest that boys’ and girl’s brains develop differently, so they benefit from separate teaching styles. In Britain, more and more mixed schools are using single-sex classes because of concerns over boys’ results.

This study comes after research published last month in Scotland showed that even in a co-educational school, separating pupils into single – sex classes failed to improve boys’ performance. Rather... the move led to greater indiscipline.

Using the extract and your own ideas, discuss the possible benefits and problems of both single – sex and same sex schools and classrooms in the following areas:

- *For raising achievement levels*
- *For students making subject choices*
- *For students social development.*

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AO3 Evaluation points. Think 15 mark exam questions...

Liberal Feminists see these ‘improvements’ as a positive step in breaking down gender inequality within the education system arguing that it shows that Meritocracy is a reality (Link to Functionalism). HOWEVER, **Radical Feminists** are more critical. They still see the education system as Patriarchal and suggest the following:

- Sexual harassment of girls continues.
- Females’ subject choices are still restricted.
- Male teachers are still more likely to be heads of secondary schools.
- History subjects are ‘women free zones’ according to Weiner (1993).
- Lobban (1974) found that out of 179 stories used in primary schools, females were usually represented in traditional domestic roles.



Exam Practice

Describe one reason why girls tend to outperform boys at school. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO2 marks =2 • The examiner is testing your ability to apply your knowledge of Gender and Educational achievement. • You will be awarded <u>one mark</u> for a basic description why girls tend to outperform boys. To show this, you must use sociological language where applicable. 	<ul style="list-style-type: none"> • One reason could be..... • According to ... • For example... • Social policies such as..

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Differences in attainment: Subject choice and Gender

Subject Choice and Identity

Regardless of the improved position of females within education, there still seems to be a traditional 'masculine' & 'feminine' divide when it comes to subject choices. Feminists have long argued that the education system makes sure that males and females stay unequal in British society.

Wikeley (1996): Boys & girls tend to choose different Subjects wherever possible i.e. Boys choosing Design and Technology whilst girls choose Food Technology. These differences are also apparent in post-compulsory education where a significant amount of males opt for Maths & Physics at A-Level where as many girls choose English, Languages and Sociology.

In 2007, only 1/ 100 construction students were female – showing a divide in Vocational Areas also.

Why is there a gender subject divide?

Oakley and Delamont on Socialisation

Gender Socialisation is the process of learning the behaviour expected of males & females in society. From the earliest years, girls are talked to and cuddled more, whilst boys are thrown around vigorously. Girls are seen as fragile, boys are not. Parents have different expectations of their children, socialised, play different games, expected to do different activities round the house. These arguments suggest that, at a very young age, children are 'shaped' into 'gender-roles. This is spurred on by the process of 'Canalisation'.

Patricia Murphy (1991) Case study

Murphy claims that boys and girls interpret tasks differently. Murphy set two tasks for primary and secondary school pupils.

- 1) Design boats/ vehicles
- 2) Write an estate agent advert for a house

Murphy's findings...

- Boys designed powerboats & battleships / Girls designed cruise ships.
- Boys designed sports cars / Girls designed family cars.
- Boys focused on garage space in their adverts/ Girls on décor & kitchen design.

Gender Identity & Image

Many sociologists who study gendered subject choice argue that the subjects themselves have male and female images.

Colley (1998) found ICT / Computer based subjects are seen as masculine as machines are part of the male gender domain and the methodical processes appeal to boys.

Kelly (1979) found that Science Teachers more likely to be male. She also found that textbooks and class examples in Science usually draw on boys' experiences and interests. Boys tend to monopolise equipment and apparatus.

In 2007 the DfES found that gendered subject image was not such a problem in same-sex schools and therefore subject choice varied greatly amongst pupils in these schools.

Peer Pressure

Paetcher (1998) found girls who choose sport are often stigmatised as it is seen to fall within the 'male gender domain'. Peer pressure exerts a huge influence over subject choice.

Dewar (1990): In her US study, she found that girls would be labelled as 'Lesbian' or 'Butch' if they got involved in sports. This problem is lessened in same-sex schools where gender stereotypes are not so rigid.

Gendered Career Opportunities

Subject choice might also be influenced by the gendered employment patterns. Females are largely centred around four main areas (Clerical, Secretarial, Personal Services & Cleaning Work (men make up only 1/6 of workers in these areas). This is sometimes referred to as the 5 C's; *Cashiering, Catering, Cleaning, Clerical and Care*.

Males are heavily involved in vocational courses, which lead to work that is more practical.

The Hidden Curriculum

It is also argued that the hidden curriculum has 'Male-Overtones' i.e. that the hidden curriculum reinforces traditional gender identities and domains.

Examples of the Hidden Curriculum	
Textbooks	Lobban (1976) Found in her analysis of 6 reading schemes, that out of 225 stories, only 2 showed women who were not engaged in domestic tasks. Males were however shown in a number of different roles – this she argued gave the idea to the children of the different roles of males and females.
Language	Spender (1988) Argues that there is a fundamental male bias in the English language, <i>for example</i> ; using 'man' and 'he' to stand for both sexes, using words such as chairman.
Organisation	The way that schools and colleges are organised, can again send certain messages to males and females about their likely positions in society i.e. Men tend to be at the top of the hierarchy and women at the bottom.

Why do boys underachieve at school?

Decline in Manufacturing Jobs

Manufacturing 'Masculine' jobs have moved abroad & thus male employment opportunities have been hampered. Mitsos & Browne (1998) suggest that this has created a 'Crisis of Masculinity'. Men are losing their traditional roles and taken for granted authority and are left confused and unsure of their identity.

Poor Male Literacy

The Department of Children, school and family (2007) argue that the ‘gender gap’ is the result of poor literacy amongst males. This could be caused do to;

- The socialisation of boys. Boys are socialised to be active.
- Reading has become feminised. Sewell argues that education has become ‘feminised’ and do not nurture masculine traits.
-

Shortage of male teachers

There is a lack of positive make role models in schools.

- DfES (2007): 16% of Primary School teachers are male.
- Yougov (2007) 39% Of 8-11 year-olds have no male teachers

Task

Watch the clip concerning the lack of male Primary school teachers and answer the questions that follow. <https://www.youtube.com/watch?v=FE2ScyqMpaE>

1. How many primary teachers (per 100) are men?

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2. What percentage of parents said they want to see more men teaching their primary school children?

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3. Do the children like having a male teacher? Explain.

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4. Why do men often avoid teacher training?

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5. Who inspired Sir Patrick Stewart to become an actor? How?

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6. Why are male teachers important?

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IMPORTANT REMINDER

- ✓ Boys have not gone backwards- girls have moved forward
- ✓ **NOT** all boys are underachievers:
 - Middle class boys tend to achieve.
 - Some ethnic groups underachieve.
 - Working class girls still underachieve.
 - Certain regions in the UK underachieve i.e. North East England and inner cities in London.



Exam Practice

Explain the reasons why boys are more likely to underachieve at school. (8 marks)

You should explore at least two reasons in your response.

What is the examiner looking for?
<ul style="list-style-type: none"> • <u>AO1 marks = 4 marks</u> The examiner is testing your <i>knowledge and understanding</i> of sociological theories, terms, names, concepts, evidence and methods. To achieve AO1 you must demonstrate <i>detailed</i>, relevant knowledge and understanding of at least 2 reasons for the underachievement of boys. • <u>AO2 marks = 4 marks</u> The examiner is interested in your ability to <i>apply</i> theories and ideas to this question. And your ability to apply examples

Task: Look at the mark scheme below. What do you have to do to get marks in band 4?

	AO1 - 4 marks		AO2 - 4 marks	
BAND 4	A coherent answer demonstrating detailed, relevant knowledge and understanding of at least two reasons why some ethnic minority pupils may not achieve as well as other groups in schools. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail.	4	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately and in detail the reasons why some ethnic minority pupils may not achieve as well as other groups in schools. The explanation will be fully developed.	4
BAND 3	A coherent answer demonstrating mostly detailed, relevant knowledge and understanding of two reasons why some ethnic minority pupils may not achieve as well as other groups in schools, though one reason will be described in less detail than the other. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	3	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain accurately why some ethnic minority pupils may not achieve as well as other groups in schools. The explanation will be partially developed as one of these reasons will be explained in less detail than the other.	3

	AO1 - 4 marks		AO2 - 4 marks	
BAND 2	Answer has some coherence, demonstrating partial knowledge and understanding of two reasons why some ethnic minority pupils may not achieve as well as other groups in schools, though with some inaccuracies/irrelevancies, or detailed, relevant knowledge and understanding is demonstrated, but only one reason relating to the reasons why some ethnic minority pupils may not achieve as well as other groups in schools. There will be limited evidence of appropriate sociological language and concepts, with little detail.	2	Knowledge and understanding of relevant theories/concepts/evidence for two reasons is applied and used to explain why some ethnic minority pupils may not achieve as well as other groups in schools. There will be some development in the explanation of both these reasons with limited detail and some inaccuracies, or one reason only is applied and used to explain accurately and in detail the formation of anti-school sub-cultures.	2
BAND 1	Answer demonstrates only basic knowledge and understanding of reason(s) why some ethnic minority pupils may not achieve as well as other groups in schools. There will be little, if any, evidence of sociological language and concepts.	1	Application of knowledge and understanding to explain why some ethnic minority pupils may not achieve as well as other groups in schools will be limited. Any explanation will be undeveloped and contain inaccuracies.	1
Award 0 marks for incorrect or irrelevant answers				

Task

To help you with your 8-mark essay, pick two points, and EEL at least two paragraphs under timed conditions. You can create your own point if you wish.

POINTS

- A. *Point: One reason could be due to poor literacy skills.*
- B. *Point: Another reason could be due to the crisis of masculinity.*
- C. *Point: Boys could underachieve due to the feminisation of education.*
- D. *Point: Boys could underachieve due to a shortage of male primary teachers.*

Point	
Explain	..... ..... ..... ..... .....
Example	..... ..... ..... ..... .....
Link	..... .....
Point	
Explain	..... ..... ..... ..... .....
Example	..... ..... ..... ..... .....
Link	..... .....

Ethnicity and Education

Recapping key terms:

Race refers to your genetics. It refers to your skin colour, facial features and biology whereas *ethnicity* refers to a shared culture, identity and history.

An ethnic group is a group of people who see themselves as a distinct group based for example on *religion, geography or language*.

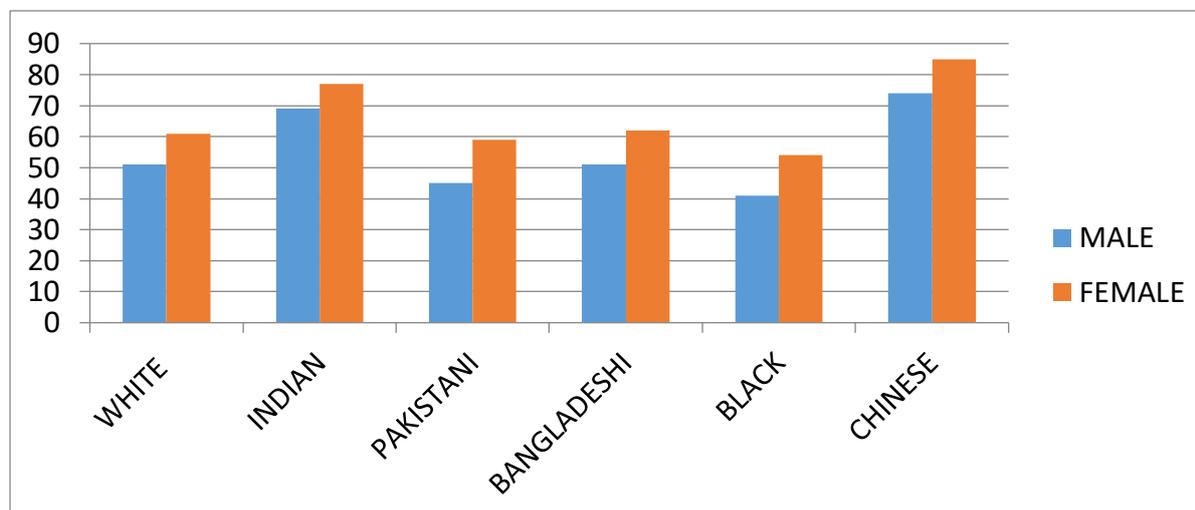


Miss Shanks identifies as 'White British'. Born in the North West of England, Miss Shanks has English and Irish ancestors.

Statistics

Attainment of 5 or more GCSEs A*- C by ethnicity and gender

(Note: Black includes people of African Caribbean and black origin. Taken from Keith Trobe pp 1130)



The issue: Certain ethnic groups and races underachieve at school. Sociologists have studied this area of education to understand why.

Task: Annotate the above graph. What do you learn about ethnicity and attainment?

Educational attainment among the ethnic groups

Task: Examine the statistics on ethnicity and achievement, and then answer the questions on the following page. You may wish to annotate and identify patterns and trends on this page.

Academic attainment in year 11, 2006 (percentages)	
Ethnic origin	5+ A*-C grades
White	58
Mixed	55
Indian	72
Pakistani	52
Bangladeshi	57
Other Asian	77
Black African	55
Black Caribbean	44
Other	56

Achievement at GCSE 2007 5+ A*-C grades (percentages)		
Ethnicity	Males	Females
White	55	64
White British	55	64
Irish	61	66
Gypsy/ Romany	13	15
Mixed	52	63
White and black Caribbean	42	55
White and black African	57	58
White and Asian	66	73
Asian	57	69
Indian	70	79
Pakistani	47	60
Bangladeshi	52	64
Other Asian	57	72
Black	46	59
Black Caribbean	41	56
Black African	50	61
Other black background	43	57
Chinese	82	85

Questions

1. Identify the patterns in educational attainment for different ethnic groups.

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2. Give some examples to show how gender influences the patterns of attainment for different ethnic groups.

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3. What differences do you notice in the ways in which peoples ethnic backgrounds have been categorised in the two tables?

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AO3 (Evaluation): Problem! How do we *measure* race and ethnicity?

Ethnicity is not straightforward to define and categorise. The broad category ‘Asian’ hides immense variation performances between Indian, Sikh, East African Asian, Pakistani and Bangladeshi pupils. Using the broad category ‘Asian’ produces data suggesting that their academic performance broadly matches that of whites but using more appropriate categories shows that some Asian pupils (Indians, Pakistanis etc...) outperform white pupils.



Reasons for difference in achievement

EXTERNAL FACTORS	INTERNAL FACTORS
<ul style="list-style-type: none">• Family background• Values• Language• Material Deprivation• Subcultures	<ul style="list-style-type: none">• The ethnocentric curriculum.• Racism and teachers• Teacher attitudes and labelling.• Institutional racism.

Family background

The New Right theorist Charles Murray (1984) identifies that African Caribbean families have a higher proportion of single parent households. Murray claims the absence of male role models creates a life of 'turbulence'. This seriously affects their academic attainment and work ethic.

AO3 skills: However...

Sewell (1997) points out that only a minority of 'black' boys respond to 'lack of role model' in an anti-school way. In addition, African Caribbean children are usually most prominent in after school clubs and weekend schooling.



#blackmenatcambridge

In 2017, 14 Black men posed outside of Cambridge University and posted a picture with the #blackmenatcambridge. The men aimed to break the white, middle class Cambridge stereotype and wanted to show that black men do belong at Cambridge too. They wanted to act as role models to inspire other black children to set their academic sights high. <https://www.bbc.co.uk/news/uk-39787690>

Language Barriers

Some students may speak limited English. This can be problematic in the classroom and when sitting exams. Pakistani and Bangladeshis may find schooling difficult due to language barriers. BUT, Modood (1997) claims that the high performance of Indian pupils indicates that any language disadvantage is temporary.

Task

Watch the clip entitled 'English Language Learners: Culture, Equity and Language'. This clip is American. Use the clip to help you answer some of the questions below.
<https://www.youtube.com/watch?v=5HU80AxmP-U> There is space for you to make notes first.

Values

Connor et al (2004) found that minority ethnic parents usually place a higher value on education, give their children greater encouragement and expect more from them than white parents. This is one of the main reasons for high achievement amongst Chinese students. Chinese parents are sometimes referred to as 'Tiger parents'. This refers to a strict and demanding parents who push and pressure their children to achieve high grades. This could be why the achievements of Chinese children eligible for Free School Meals are consistently higher than other ethnic groups on FSM

Material Deprivation

Material deprivation refers to a lack of resources needed to succeed in education. Those who are materially deprived often lack a sufficient amount of money needed to buy educational tools and resources. Families from ethnic groups are more likely to be unemployed or in jobs with low wages compared to white families. Some of the differences in educational achievements of ethnic groups might be down to poverty and their social class position, NOT their ethnicity directly.

The Joseph Rowntree Foundation found that over half of Pakistani and black African children were growing up in poverty. BUT African Caribbean children on free school meals tend to achieve better results than white children on free school meals. This suggests that material factors are not the only influence on achievement.

For example, Bangladeshi pupils in the Tower Hamlets area of London have seen a remarkable rise in their success rates. A study in London suggests this might be due to the recruitment of teachers from Bangladeshi backgrounds, who have a better understanding of the children's language, culture and other needs. This suggests that the effects of poverty, in some circumstances can be overcome.



Male subcultures

African Caribbean boys tend to do less well than African Caribbean girls. This could be due to male subcultures amongst African Caribbean boys that encourage aggressive, rebellious, and physical, 'Macho' forms of masculinity and discourage success at school.

Case study

Tony Sewell (1997) argues that peer group pressure is very influential among young, disaffected African Caribbean males (ACM). ACM brought up in a lone parent household lack a positive male role model at home, and more likely to turn to culture on the street. These subcultures emphasise an aggressive form of masculinity and rejects people from authority such as police officers and teachers. This could lead to opposition to teachers and underachievement.

Differences in attainment: Ethnicity and Internal Factors

Ethnocentric Curriculum

The Ethnocentric Curriculum refers to studying or looking at another culture, from the perspective of your own. Many Sociologists have found that the National Curriculum teaches the achievements of white culture and ignores the achievements and cultures of other groups of people. This might promote low self-esteem among ethnic groups in school as well as a sense of detachment and disinterest. All publicly funded schools in the UK (not academies, free schools or technical schools) follow the same basic curriculum that centres on the culture, history and achievements of British white people.

Coard (2005) famously said, "Black is bad", and argues that history only covers white history. This is usually from a white man's perspective. Ball (1994) suggests the national curriculum is ethnocentric because religious studies covers mainly Christianity.

AO3 Evaluation: BUT.... Chinese and Indians are underrepresented in the curriculum but they outperform all other ethnic groups.

Task

Think about each of the following subjects:

- History
- Geography
- English Literature

Within each subject, think about and answer the following questions;

1. How are different races represented in each subject? Explain with examples.

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2. Are these representations positive or negative? Explain with examples.

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3. What is the race and ethnicity of your teacher? Why would this matter?

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Racism, Labelling and Teacher Expectations

Some teachers have stereotyped views of students due to their ethnic origin. I.e. some teachers may have higher expectations of Asian students, who are often considered capable and hardworking. Black children are more likely to be put in lower sets than white students of the same measured ability are. Children in lower sets are taught differently and likely to be entered for lower tier exams. In the UK, Black Caribbean children are disproportionately entered for lower tier maths and science exams at the age of 14. Children from Chinese and Indian backgrounds are more likely to be placed in higher sets.

Research shows that some teachers believe that students from an African Caribbean background are *less academic* than those from ethnic backgrounds. African Caribbean boys are viewed as disruptive. Gilborn and Youdell (2000) claim that teachers have 'racialised expectations' of pupils and treat black pupils more negatively.

Task

Read the transcript between a teacher and her class. As you read this, you should annotate key words and sentences that you consider justified, unfair and or racist. Write a few sentences to produce an argument to suggest the teacher has a racist attitude. Produce an alternative argument to suggest the teacher is just in her actions and not racist.

Wright takes the following transcript from observations of a nursery class of four year olds in 1992.

- Teacher: Let's do one song before home time.
- Peter: (White boy) Humpty Dumpty
- Teacher: No. I'm choosing today. Let's do something we have not done for a while. I know, the Autumn song. What about the Autumn song we sing. Don't shout out, put your hand up nicely.
- Mandy: (shouting out) Two little leaves on a tree.
- Teacher: She's nearly right.
- Marcus: (African Caribbean boy with his hand up) I know
- Teacher: (talking to the group) Is she right when she says 'two little leaves on a tree'?
- Whole group: No
- Teacher: What is it Peter?
- Peter: Four
- Teacher: Nearly right.
- Marcus: (Waving his hand for attention) Five.
- Teacher: Don't shout out Marcus, do you know Susan?
- Susan: (White girl) Five
- Teacher: (holding up one hand) Good because we have got how many fingers on this hand?

Whole group: Five.

Teacher: Ok, let's only have one hand because we've only got five leaves. How many would we have if we had too many. Don't shout out, hands up.

Mandy: (shouting out) One, two, three, four, five, six, seven, eight, nine, ten.

Teacher: Good, OK how many fingers have we got?

Marcus: Five

Teacher: Don't shout out Marcus, put your hand up. Deane, how many?

Deane: Five.

Teacher: That's right, we're going to use five today. What makes them dance about, these leaves?

Peter: (shouting out) The wind

Teacher: That's right.

Argument to suggest the teacher is racist towards Marcus	.........................
Argument to suggest the teacher is not racist towards Marcus	.........................

Institutional racism

This is when an organisation's culture and methods of operating are found to be discriminatory towards racial groups throughout. *Trayna and Williams (1986)* claim that racism is built into the structure of the school e.g. the curriculum/ language provision.

Gilborn (1997) and the marketisation of the education system. Schools are under pressure to get high results so they choose ethnic groups that are viewed as 'reliable'.

Exclusion rates for African Caribbean boys are 4 times higher than other groups. Children excluded from school are more likely to end up leaving the education system early and with few qualifications. Government reports suggest that exclusions are due to institutional racism and stereotyping within education.

Anti- School Subcultures

Anti-School subcultures refers to a group of students who do not conform to school rules. These groups are usually marginalised.

Anti-school subculture are usually formed in years 9-11. They are usually formed in lower sets or streams. These students do not follow the school goals (to work hard and do well). These students set their own goals, which might involve messing about, causing trouble and disrupting the class.

Case Study: David Hargreaves

Hargreaves Studied a boys secondary school in the 1960s. The boys were cheeky to teachers, did not do their homework and were continually disruptive in class. They did not worry that their delinquent behaviour would lead to failure at school. Hargreaves used **labelling theory** to explain why the boys behaved this way. Hargreaves found...

Set A (Top Set)	Set C (Bottom but one)
<ul style="list-style-type: none">• Academically successful• Worked hard• Conformed to school rules.	<ul style="list-style-type: none">• Failing academically• Rejected the goals of the school.• Formed anti-school subcultures.

Hargreaves argued that the boys in the top stream were labelled 'successful' and were rewarded by the school. They had status and recognition by being in the top stream. Their self-image was positive and they did not feel they had to impress anyone.

They boys in the lower stream had no status. They were labelled by the school and teachers as 'failures' and everyone knew they were failures by their position in the low stream. According to Interactionists, labelling would affect the boys self-image. Hargreaves argues that they dealt with this by rejecting the school and its goals and replacing them with goal of their own, which they could reach and which could give them status amongst their friends. They joined with others in a similar position and in this way, solved the problem of being a failure and bolstered their self-image.

Evaluation (AO3)

- Not all children react in the same way to labelling.
- Some might form subcultures while others may try hard to prove their teachers wrong.

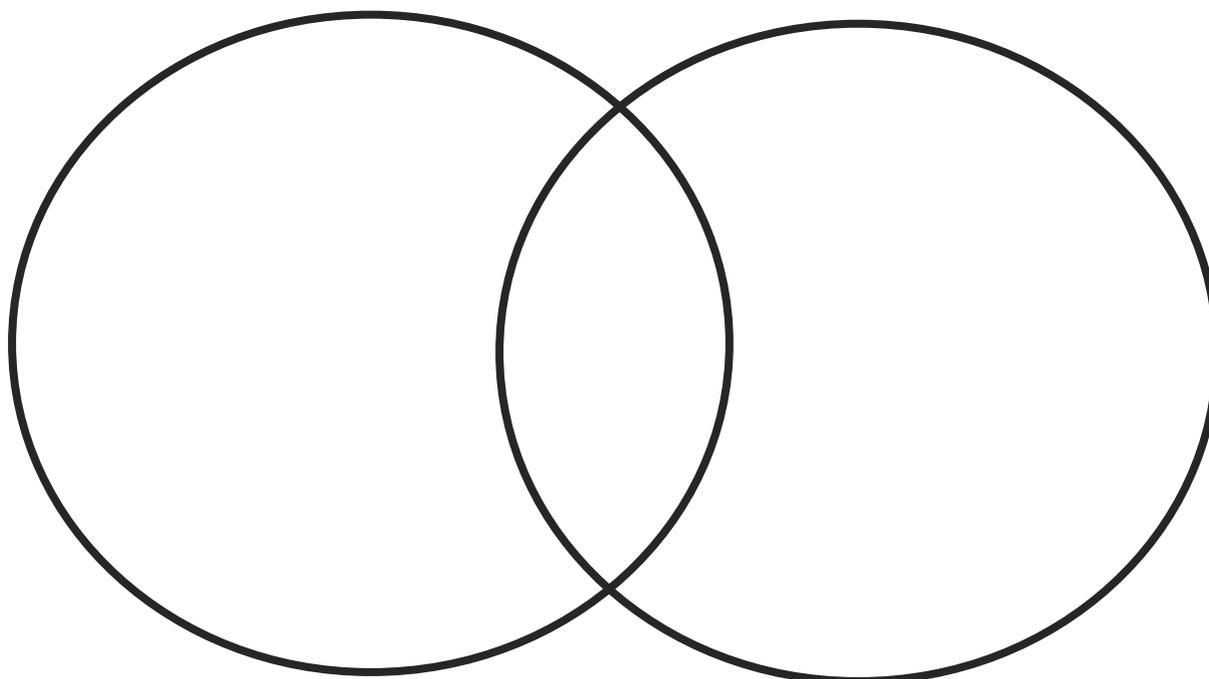
Case Study: Paul Willis and Anti-School Subcultures

Paul Willis found an anti-school subculture in a school he studied in 1977. He followed a group of 12 boys in year 10 who called themselves 'the lads'. They deliberately missed lessons and were only interested in having a 'laff', as they called it. They refused to do homework and made fun of the students who did follow the school roles calling them 'earoles'.

Willis does not see this as a response to labelling. He argues instead that the boys simply saw the 'lies of the school system'. School was telling them that if they worked hard and did well at school they would get a good job. They boys realised that in fact, it was not possible for all working class young men like them to succeed in a career and so they made the choice to **reject school** and enjoy themselves instead.

Task

What are the similarities and differences between the two studies?



Exam Practice

*Outline how anti-school subcultures are formed. (5 marks)
You should explore at least two ways in your response.*

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none">• AO1 marks =5• The examiner would like to see detailed knowledge and understanding. You should refer to key terms and names where necessary.• You must explore two ways to qualify for 3 or more marks.• Think about Hargreaves and Willis. Why did the boys turn to anti school subcultures?	<ul style="list-style-type: none">• Subcultures are formed...• According to Hargreaves, subcultures are formed...• For example...• Willis suggests...• Another way could be...

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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Different Types of School

STATE SCHOOLS	
A school which is funded by the Government (by the state) and educational services are provided for free.	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ✓ State Schools are free. ✓ They are more socially mixed. ✓ Generally students do not travel far to state schools. ✓ Provide upward mobility for poor students. 	<ul style="list-style-type: none"> ✗ Class sizes tend to be too big (30+ students). ✗ Issues with disruptive behaviour. ✗ High ability students can be held back.

Independent schools

Independent schools are sometimes referred to as a 'Private School'. Are fee paying schools. These schools are independent from Government control and finance. Some of the exclusive private schools are referred to as 'public schools'. These are schools where the Head teacher has been invited to join the Head teachers Conference- a Professional Association of Head teachers of the world's leading independent schools i.e. Harrow. Talbot Heath in the Bournemouth area is an example of an Independent school.

In 2015-16, the average day fees at a public school was £16,707 per year. (Day fees refers to fees for pupils who do not board at the school). Eton College charged £33,343 for its boarders for the year 2015-16. In comparison, state schools in 2014 received £4,502 per year for each key stage 4 student, with some additional funding for certain categories, such as schools in deprived areas.

INDEPENDENT SCHOOL	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ✓ Lower teacher student ratio than schools which means smaller classes and students receive more attention ✓ Less behaviour problems. ✓ Tend to achieve some of the best GCSE results. ✓ Offer a range of extra curricular activities (a lot of Olympians attended private school) ✓ Resources and facilities are often better than in some state comprehensive schools. ✓ Independent boarding schools are said to benefit from the full immersion of staff and students in school life. ✓ Parental input is high in terms of fees, support and expectations. 	<ul style="list-style-type: none"> ✗ Expensive fees set by the school. ✗ Teachers are not required to have a teaching degree, just knowledge of their subject. ✗ Usually, students must pass an entrance exam. ✗ Less diverse subject choice. ✗ Most private schools are religious. ✗ SEN classes tend to be unavailable.



Exam Practice

Describe one advantage to independent schools. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO2 marks =2 • The examiner is testing your ability to apply your knowledge of independent schools and the Education module. • You will be awarded <u>one mark</u> for a basic description why independent schools are better. To show this, you must use sociological language where applicable. 	<ul style="list-style-type: none"> • One advantages could be... • Independent schools are ... • For example....

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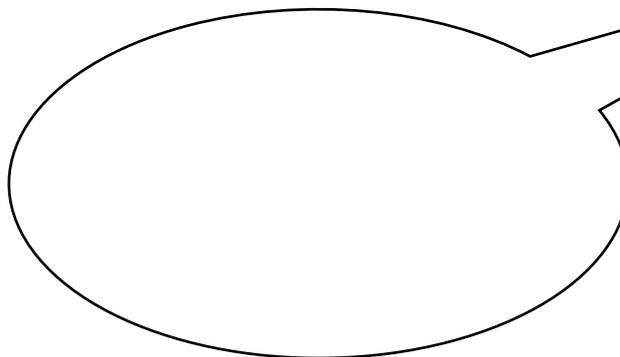
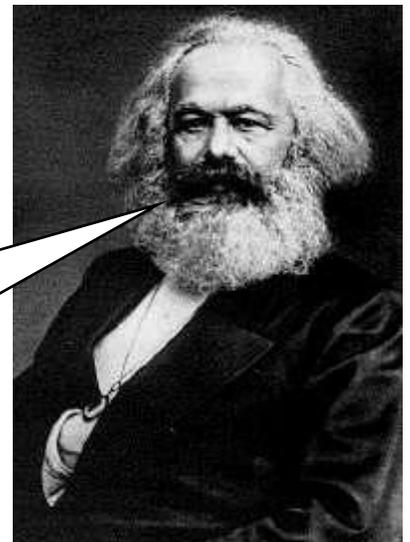
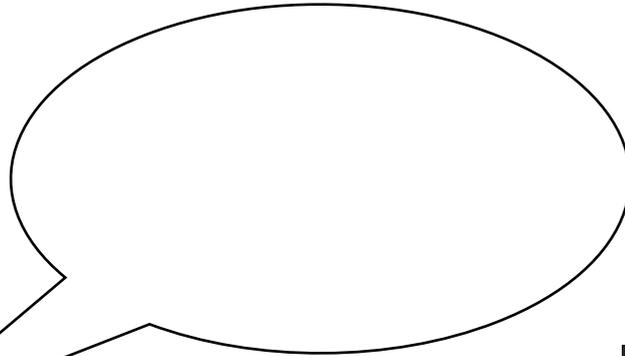
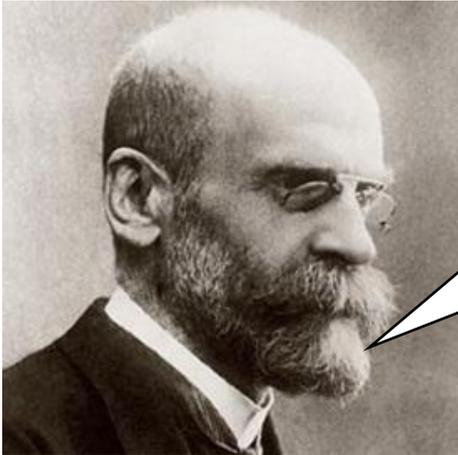
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Task

How would Functionalists and Marxists view independent schools? Write a response in the speech bubbles. Use the word bank below to help you to develop your answers.

<i>Capitalism</i>	<i>Social control</i>	<i>Bourgeoisie</i>	<i>Social order</i>
<i>Meritocracy</i>	<i>Functional</i>	<i>proletariat</i>	<i>reproduction</i>



[Link to top jobs](#)

A high proportion of pupils from private schools end up in the top jobs in all sector of life i.e. Politics, Armed forces, Business, the Arts. A study by the social mobility and Child Poverty Commission in 2014 found that 71% of Senior Judges and 62% of senior armed forces had attended private school. 19 British Prime Ministers, including David Cameron, were educated at Eton. Many famous actors come from the private sector, including Benedict Cumberbatch who went to Harrow.

Alternative Education; Vocational Courses and Home Schooling

Vocational courses involve practical, hands on, skill-based learning, alongside some sort of academia.

Vocational Education and training

In recent years, governments have placed much more emphasis on providing vocational (or work related) qualifications and training for students aged 14 to 18. Although this policy has been developing since the mid-1970s, it is still something known as 'the new vocationalism'.

Home-schooling

Teaching children at home is becoming increasingly popular within British society, with 60,000 children taught at home in 2019.

HOME-SCHOOLING	
Refers to teaching children at home, usually by the parents.	
ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> ✓ Flexibility – parents choose what they want to teach. ✓ Free time- to take children in trips, holidays when cheaper ✓ One to one learning ✓ Work at own pace ✓ Provide religious and ethical education ✓ Strong bonds developed between parent and child. 	<ul style="list-style-type: none"> ✗ Less friends ✗ Costly – to buy books and facilities needed. ✗ Lack of facilities ✗ Stigma associated with home-schooling ✗ Lack of qualifications ✗ Reduces chances to go to university.

Social Policy Overview

The Butler Act (1944) (Conservatives)	
Main Aims <ul style="list-style-type: none"> • Selective education – to provide different education to different types of student. • Equality of opportunity – ability not money to determine schooling for the first time 	Details of the Act <ul style="list-style-type: none"> • Tripartite system 11+ • 3 Types of school (Grammar, Secondary Modern, Technical schools)
Evaluation <ul style="list-style-type: none"> • Less equality/ More Middle class children went to Grammar • Lacked parity of esteem 	
The Education Act 1967 (Labour)	
Main Aims <ul style="list-style-type: none"> • Comprehensive schools • Equality of opportunity – one type of school for all pupil 	Details of the Act <ul style="list-style-type: none"> • Abolition of Tripartite system • One type of school for each person
Evaluation <ul style="list-style-type: none"> • Lack of parental choice • Poor standards in some schools • Banding and streaming replicates tripartite system. 	

The Education Reform Act (1988) (Conservatives)	
Main Aims <ul style="list-style-type: none"> • To introduce free market principles (more competition) into the education system. • To introduce greater parental choice. • Privatisation of education • Raising standards. 	Details of the Act <ul style="list-style-type: none"> • Marketisation and Parentocracy • League Tables • OFSTED • National Curriculum • Formula Funding
Evaluation <ul style="list-style-type: none"> • Competition did increase standards • Selection by mortgage • Cream skinning • Middle classes have more choice (cultural and social capital – makes them skilled choosers) • Also criticisms of league tables – teaching to test • National Curriculum – ethnocentric 	
New Labour Government 1997	
Main Aims <ul style="list-style-type: none"> • To respond to increased competition due to globalisation • Raising standards • Equality of opportunity • Increasing choice and diversity 	Details of policies <ul style="list-style-type: none"> • Increased funding to education • Reduced class sizes, introduced literacy and numeracy hour • Academies • Sure Start • EMA • Tuition fees introduced for HE
Evaluation <ul style="list-style-type: none"> • Early academies rose standards in poor areas a lot • Generally better at improving equality of opportunity than the New Right • Parents liked Sure Start but it didn't improve education (improved health) • Tuition fees put working class students off HE 	
Coalition Government 2010	
Main Aims <ul style="list-style-type: none"> • Same as the New Right, to reduce public spending on education due to the financial crisis. 	Details of policies <ul style="list-style-type: none"> • Cut funding to education (Scrapped EMA) • Forced academisation • Free Schools • Pupil Premium
Evaluation <ul style="list-style-type: none"> • Standards have carried on raising. • Academisation and Free schools are both ideological – no evidence they improve standards more than LEA schools • Free schools – advantage the middle classes • Pupil Premium – too early to say 	

2 MARKS EXAM QUESTIONS (AO1)

1. Describe one material factor that may affect achievement in education.
2. Describe one cultural factor that may affect achievement in education.
3. Describe one reason why children are home-schooled.
4. Describe one advantage to independent schools.
5. Describe one disadvantage to state schooling.
6. Describe one way peer group pressure can impact pupil performance
7. Describe one disadvantage to league tables.
8. Describe one advantage of children with special educational needs being educated in mainstream school.
9. Describe one advantage to setting.
10. Describe one disadvantage to testing in primary schools.
11. Describe one function of the education.
12. Describe one change implemented due to the Education Reform Act 1988.
13. Describe one advantage to the National Curriculum
14. Describe one reason why parents may wish to send their child to a faith school.
15. Describe one advantage to coursework.
16. Describe one way parents can provide their children with cultural capital.
17. Describe one reason why boys underachieve at school.
18. Describe one feature of marketisation.
19. Describe one disadvantage to marketisation.
20. Describe one advantage to open enrolment.
21. Describe one policy that aimed to help disadvantaged children.
22. Describe one impact of labelling.
23. Describe one type of school in Britain.

5 MARKS EXAM QUESTIONS (AO2)

1. Outline the Functionalist view of the role of education.
2. Outline the Marxist view of the role of education.
3. Outline the reasons for differential educational achievements of social class groups.
4. Outline the reasons for the underachievement of boys.
5. Outline the reasons why girls tend to outperform boys in education.
6. Outline reasons for differential educational achievement of some ethnic minority groups.
7. Outline the reasons for the development of anti-school subcultures.
8. Outline the features of marketization.
9. Outline the New Right perspective of Education.
10. Outline the Feminist perspective of education.
11. Outline the labelling process in education.
12. Outline the reasons why girls perform better in their GCSEs.
13. Outline social class differences in education.

8 MARKS EXAM QUESTIONS (AO1=4, AO2=4)

(You should explore at least two reasons in your response)

1. Explain, using examples, why boys may not achieve as well as girls in education.
2. Explain, using examples, why the British education system has changed.
3. Explain, using examples, the differences in ethnic attainment in education.
4. Explain, using examples, the reasons why we have an education system.
5. Explain, using examples, how material deprivation can affect education.
6. Explain, using examples, how schools can affect the progress of a student.
7. Explain, using examples, how cultural deprivation can influence student performance.

15 MARKS EXAM QUESTIONS (AO1=4, AO2=3, AO3=8)

(In your answer you are advised to refer to [theory/Sociologist] and any other relevant factors to support your judgement)

1. 'The main reason why children underachieve in education is labelling them as failures. Do you agree with this view?
2. 'Working class pupils tend to underachieve in education mainly because of material factors.' Do you agree with this view?
3. The situation in a pupil's home is an important cause of educational under-achievement. ' Do you agree with this view?
4. The way in which pupils are grouped within a school has a significant effect on their educational performance. Do you agree with this view?
5. The main function of schools is to teach children to become part of society. Do you agree with this view?
6. The main function of schools is to prepare pupils for the workplace. Do you agree with this view?
7. Peer group pressure has a significant effect on a pupil's educational achievement. Do you agree with this view?
8. A pupil's social class background is the main reason for differences in educational achievement. Do you agree with this view?
9. That the social class background of pupils has a significant effect on their educational performance. Do you agree with this view?
10. Gender inequalities still exist within education in Britain. Do you agree with this view?
11. A pupils' gender is the main reason for differences in their educational achievement. Do you agree with this view?
12. Educational reforms over the last 25 years have been successful in raising the achievement of all pupils. Do you agree with this view?
13. Educational reforms over the past 30 years have led to improvements in the educational performance of all pupils. Do you agree with this view?
14. The type of school pupils attend has a significant effect on their chances of educational success. Do you agree with this view?
15. Parental attitudes have a significant effect on a child's educational success. Do you agree with this view?
16. The type of school a child attends has a significant effect on his/her life chances. Do you agree with this view?

17. A pupil's ethnicity is the main reason for differences in educational achievement. Do you agree with this view?
18. A student's ethnic background is the main reason for differences in educational achievement. Do you agree with this view?
19. Parental attitudes have a significant effect on a child's educational success. Do you agree with this view?

Education Glossary

Key Term	Definition
Academies	A new type of school designed to raise standards in low income urban areas by replacing poorly performing secondary schools. Academies are financed by central government and sponsors- individual businesses, faiths, charities and city education authorities.
Achieved status	A position earned or merited, such as a captain of the school team or a doctor.
Ascribed status	A position born into, not achieved or earned, such as son or daughter.
Cultural capital	A term coined by Pierre Bourdieu referring to advantages that parents can pass on to their children in the form of knowledge, resources and lifestyle choices which help their children to be successful.
Education Action Zones (EAZ)	Programmes designed to raise teaching standards and attainment levels in schools in deprived inner city areas. This policy was introduced in the late 1990s, but after running for five years it had largely failed to generate any additional funds and so was axed.
Equal opportunities	The idea that everyone should have the same chances of health, wealth and success.
Formal curriculum	The prescribed set of subject taught in a school, such as history, sociology and PE.
Formula Funding	Money allocated per student enrolled. Used to rewards schools and colleges that succeed in attracting customers (students).
Free schools	A new type of state school, set up by an organisation or group. They receive some finding from central government and are independent of local authorities.
Gendering of subjects	The presentation of some subjects as either more suitable for girls or for boys. Physics, for example, used to be presented as boys subject.
Hidden curriculum	The messages and ideas pupils pick up at school throughout the day that are not taught as part of the official curriculum.
Independent schools	Schools independent from government control and finance; pupils pay t attend. Private and public schools are independent.
Institutional racism	Where an organisations culture and methods of operating are found to be racist throughout.
Labelling	Term associated with Interactionists. Often done by a person of higher status and power, attaching a category, type or image to aa person. It can have a powerful effect and the label might become accurate.
Material deprivation	Being without goods that you would expect to have in your house, for example a TV, your own room, a laptop.
Meritocracy	A system in which people are rewarded for their ability and hard work by gaining the best jobs, wealth and/ or status.
Parentocracy	A child's education is dependent upon the wealth and wishes of parents, rather than the ability and efforts of pupils. (<i>Links to marketization and Parent Power</i>)
Parental aspirations	Parents hopes and ambitions for their children's future.
Parity of Esteem	Equal Opportunities between the social classes.
Private school	An independent fee paying school.

Public school	A high status private school whose head teacher has been invited to join the Headmasters and Headmistresses' conference.
Pupil Premium	Extra money per head for pupils eligible for free school meals from poorer homes. Used to encourage the best schools to attract pupils from poor areas, and to provide extra money to help improve the education of the most disadvantaged.
Role allocation	The way in which jobs are given to people in society. In the UK many jobs are filled based on educational qualifications.
Selection by mortgage	The house prices near to the best schools increase, and so over the years, only wealthier parents can afford to move into the catchment areas of the best schools.
Social capital	The advantages that middle class parents have, such as knowledge of the school system and the ability to negotiate with teachers.
Sure Start	Programmes designed to give pre-school children in low-income areas a head start in the school system.