1. Definition Social class
   - Britain is a class based society
   - Equal chance is a myth
   - WC have limited chances
   - Privileged succeed
   - WC make up domestic jobs
   - MC take up ‘good’ jobs
   - There is link between parental education and work
   - Free school meals affect outcomes in school in terms of examinations

2. Parents and attitudes to school
   - Most parents want their children to succeed
   - Link between good education and good chances in life
   - People with higher levels of education have better health, live longer, have better houses and have a well paid job.
   - Government improve Parents attitudes

3. Causes of under-attainment amongst working-class pupils
   - Functionalist — schools meritocratic — wc perform poorly
   - Marxists — education system legitimise class power
   - Interactionist — schools are middle class institutions — label WC

4. Other reasons to account for working class failure
   - Material deprivation — lack of money and possessions.
   - Poor housing quality. Smith and Noble — poor
   - Parent cant afford resources
   - Cultural deprivation — WC not as good as MC
   - Bernstein — problems with language
   - Douglas — WC don’t value education
   - Cultural capital — MC have knowledge on school policy.
   - Bourdieu
   - Cultural reproduction theory Bowles and Gintis
   - Cultural reproduction theory —Produce workers for society

5. School organisation
   - Parliamentary Select Committee - Problems lie in school
   - WC children in outstanding schools — twice as likely to get 5 A*-C’s than children schools rated satisfactory
   - Schools should aim to recruit high quality teachers
   - Poorer areas = less funds
   - Teachers have low expectations of WC
   - Teachers need to improve skills, school day must be longer
   - Teachers claim problem is material poverty
Working class underachievement and aspirations

- 2014- Associates of school & college leaders evidence to parliament WC under achievement linked social factors.
- Young people spend more time outside of school than inside- social factors influence school attainment.
- Joseph Rowntree Foundation- knowledge of the routes through ed and employment to achieve ambitions- missing in low income families.

CAUSES

- F- Poor fail due to cultural values & lack of ambition- WC children culturally deprived.
- M- Cultural issue is one of power and influence- WC isn’t deprived but different & not highly valued.
- Int- Teachers favour pupils who resemble themselves in terms of culture and class.

WC culture & Ed
NORMS and VALUES

- WC culture- not support development of childrens ed- WC homes- Much less books .Oscar Lewis
- By age 6-7 children absorbed the social lives of their families and are on path to repeat the lives of their parents.

LINGUISTIC REASONS

- Bernstein- Restricted code- Short sentences e.t.c- WC rely on restricted code- MC = elaborated code.

Cultural difference theory

- Ethnographic studies- some groups don’t support ed achievement.
- F- WC culture- inferior
- M- Denies culture of WC causes failure. Rose
- Int- focus on Cult ignores real issue school failure

CULTURAL CAPITAL

M social control- Bourdieu social capital Gillies academic parents help children

CULTURE OF MASCULINITY AND LADDISHNESS

- Further development of cultural theory is applied to gender rather than social class.
- Males & Females experience different cultural pressures.
- Mitsos & Browne- Boys less inclined to be conscientious in school.
- Mac an Ghaill- Masculinity is no longer clear, as girls challenged their assumptions that to be male is superior- crisis of masculinity in workplace.
Definition
- An **ethnic** group or **ethnicity** is a category of people with common ancestral, social, cultural, or national experiences.
- Britain = multicultural

Single parenthood and the New Right
- African Caribbean communities = relatively high levels of lone parenthood
- Lone parenthood = face financial challenge
- New Right = been very critical of single motherhood and see it as contributing to huge social problems among poor

Racism
- Many schools in Britain = institutionally racist
- Gilroy, Sewell = pointed to racist attitudes among schools and teachers
- Cecil Wright = found that that although teaching staff opposed racist views, they often had stereotypical attitudes which saw some children as problematic

Ethnocentric curriculum
- National Curriculum is ethnocentric + over looks contribution of non-white groups to British history
- When Black people are considered, it is often in context of negative stereotypes (slavery)

Link between attainment and ethnicity
- Functionalists –some ethnic minorities pre-disposed to fail
- Marxists –class
- Interactionists – labelling, teacher and institutional racism being cause under attainment
- Feminists – girls ethnic minorities experience double disadvantage (sexism and racism)
- The New Right – agree with functionalists, recent perceived failure of boys West Indian boys lack suitable role models

Evaluate the relationship between ethnicity and educational attainment

**WHY?**

**Cultural differences**
- Case of Gypsy/Romany or Traveller children culture impact educational attainment
- Traveller children attend more primary than secondary = many families do not register their children
- Chinese children= consistently among highest attaining children

Genetic theories of ethnic difference
- No evidence to support This idea proposed by new right thinkers (Murray, Eysenck)

Poverty and class
- Strand (1999) primary/secondary schools in London – both black and white from disadvantaged backgrounds failed to make expected progress
- Reasons for this = ethnic minority children tend to attend low preforming schools, have low expectations placed on them, are perceived as having problem behaviour

English as an additional language (EAL)
- 10% children in English schools EAL
- 90% Bangladeshi children EAL
- 7% Black Caribbean pupils
- 31% EAL children low income families
- 15% non EAL free school meals.
Labelling theory and self fulfilling prophecy.
- Social process
- Being given a label
- Affects interaction and behaviour
- Part of individuals identity
- Hargreaves (1975) consists of three stages
- Teachers subject Halo effect
- Pupils labelled as ‘good’
- ‘Challenging’ pupils attract punishment.

Criticism of labelling theory
- Small scale observational studies
- Evidence is not reliable, not generalizable
- Doesn’t explain why the labels develop in the first place
- Theory deterministic
- Blaming teachers for poor performance, ignores children active in choice.
- Marxists – overlooks the importance of social structure.

Institutional racism in schools
Def
School as an institution act, in which disadvantages a group of people.
Gillborn&Youndell
Black minorities in lower sets.
The swan report
Systems disadvantage some ethnic minorities

Schools and gender
- Teachers have different expectations
- Expected to behave in different ways
- Can form label process
- Setting and selection
- Grammar pre 1970 now
- Comprehensive in Wales
- Bands, streams and sets now
- 10% selected to do music
- Labelling theory= benefit

Factors within school that impact success

Effects of school organisation
- Research in 1990
- Stoll and Fink
- Poor organisational structure
- Low expectations
- Characteristics of SINK SCHOOLS
- Found in areas od poverty and deprivation
- Sink schools turned to academic schools.
- Remove schools from local authority control.

School improvement
- Governments can do little about material/cultural issues.
- Can influence schools
- Recent policy – aim to make school effective

Criticism
- Reforms – unequal provision
- Fragmented education system

Conclusion
- Schools underperform
- Need to reform themselves
- Encourage disadvantages children to achieve.
Definition:
Advocacy of women’s rights on the ground of equality of the sexes. Women can escape 4Cs through education:
- Cooking
- Cleaning
- Caring
- Checkout

Radical feminists and education:
- Male teachers dominate social space and are aggressive toward women who challenge male dominance.
- Sexual violence by male college students not dealt with – girls taught how to avoid rape, implying it’s their fault.
- Favour single sex classrooms.

Liberal feminists and education:
- Before NC implemented in 1980s girls taught needlework and domestic science.
- Boys taught carpentry and science.
- Heavily gendered subjects. Attitudes changing.

Feminist explanations of educational attainment.

Feminists and the hidden curriculum:
- Powerful reinforcement for gender stereotypes.
- McKabe – books between 1900 – 2000 – 31% had female central characters.
- Ann Fine – Gender stereotypes still acceptable in literature.

Criticisms of Liberal feminists:
- In 2014 more women applied to university than men. But men are more likely to achieve top degrees.

Marxist feminists and education:
- Cultural reproduction and power ideology.
- GRS from home and education. Shows why women accept a lower status than men.

Areas of concern:
- Gendered language – Ann Oakely
- Gendered roles in books and hierarchy in schools – Kelly
- Gender stereotypes in reading schemes.
- Invisibility of women in the curriculum – symbolic annihilation – McKabe.
- Girls uncomfortable in male subject areas- Culley
- Lack of positive role models.
Socialisation+ Definition
Role allocation
Durkheim- social cohesion to culture
Gorard criticism- exam results not cohesion

Bridge
Talcott Parsons- home and wider world
Particularistic values and universal values= clash?
Criticism- Jackson, Connolly Francis- anti school culture
Geek culture, clever or popular?

Meritocracy
Davis and Moore allocate to jobs and careers
Sifts and sorts children- role allocation
Criticism- gender pay gap,

Evaluate functionalist views of education

Evaluation-
Inequalities in education- ethnicity, gender class not explained
Socialisation- into what Marxists, Feminists, Racism?

Advantages
• Sorts the most able for the best jobs.
• Provides a highly trained workforce.
• Bridges the gap between the values of home and school.
• Transmits culture to the children.
Evaluate the relationship between Gender and Educational attainment. (EA)

**WHY?**

**Definition**
- Biological differences
- Connell overstated

**Assumptions**
- Wilkinson Gender quake
- Sexism in schools, subject, achievement

**Genetic theories**
- Learn differently
- Separate classes single sex schools
- Why changing patterns?
  (teachers, pupils, curriculum)

**Gender Socialisation**
- Sue Sharpe - home media and ed
- Nat curriculum
- Clarricoates - class affects subject choice,
  MC girls for boy subjects and WC traditional

**Causes**
- Feminists researched
- F- role in soc
- M- not imptnt
- I- teachers n pupils share ideas
- Fe- patriarchy, now male under
- NR- agree F but address it
- P- gender is a choice- social control

**School organisation**
- Exams favour girls, fewer male role models,
  Emphasis girls to take male subjects
  1980’s cw favour girls
- Learning styles favoured girls- listen not active
  Boys 3 times likely excluded
- Hegemonic masc- Willis reject goals
  Francis males threatened by femininity

**Feminism**
- Expectations
- Economic indep
- Sharpe 1970 husband in 1990 career
- Masculinity in crisis

**New Right**
- Single mothers
- Lack male role model
- WC biggest problem
**Definition**
Becker
label-negative anti school subcultures positive succeed.
Class gender ethnicity
Lemert

**Explanations of school failure**
*Ability grouping*
- streams higher confidence
- lower streams failures. Ireson no link between group and achievement
- Duckworth minor affect.
- But schools do set-
- absorb labels
- WC vulnerable
- Low expectations
- Self esteem

**Teacher practice and behaviour**
*Self fulfilling prophecy*
- Rosenthal and Jacobson
- intelligence children California.
- boost of intelligence year later
- the children -positive label. Did better

**Gender**
- Feminists discrimination 1970’s
- Jones and Dindia (2004) praise boys more
- Stanworth (1983) found that careers teachers gave gendered advice.
- Becky Francis found that boys were less positively labelled

**Evaluation**
- Based inside primary data
- Practical evidence can be used
- Weaknesses- small scale, dated, researchers biased
- Can reject labels

**Ethnicity**
- Teacher racism =ethnic minority failure.
- Teachers racist- Coard, Mirza and Sewell.
- Modern studies not taken attitude to racism different now- studies dated

**Interactionist views on education**
GASED
Very materialistic society
Feinstein material poverty and Deprivation.
Data from 1970 test scores on predicting educational attainment based on family background- 22 month children. Who? Low income, single parent, wc, ethnic minority, large families London south Englan

Poverty and policy
Gvt data = link childhood poverty and adult poverty. Also ed attainment and earning potential
Educational level of father biggest factor to predict adult poverty
Best route out of poverty is education

Material factors and deprivation

Criticisms
Many working class children do achieve academically despite coming from poor backgrounds.

Labelling Theory:
• Suggested teachers contributed to children’s failure and they viewed pupil’s as the victims.
• Willis (1977)- discovered that working class boys actively developed a set of attitudes and a subculture which sought failure.

Environmental factors
New right emphasis lone parents
• Parental qualifications- ambition?
• Housing stock- Scottish data
• Poor health behaviours eg smoking in front of children
• Nutrition- obesity and poverty Avon longit study- Poor diet- more time spent away from school.
• Number in a household- dual earners get better houses
May have to share a bedroom- no where quiet to study for exams.
• Goodman and Gregg poor have weak learning environments. Lack of computer and internet- less convenient to complete GCSE cw. Fewer books at home.
• Archer- poor bullied due to clothing
Perspectives
Similar to Functionalists.
Meritocracy is good failure
due to lack of effort
Competition good in
education
Want to allow freedom of
choice – parents
can choose the
education best
fitted for their
children

Evaluation
- Exam results improved- grade inflation?
  Gorard and also Gerwitz MC choose better
  schools= academies= better funded
  - Poverty cause of low standards losers too
  - New right say education should:
    1) Competition encouraged= efficiency
    2) Employers need to have a workforce
    3) Challenge needed to improve standards
    4) Equal opportunity and meritocracy
    5) Freedom of choice and school
    6) Accountable teachers and schools for results
    7) Success measured by results

New Right and educational attainment

Why schools fail
- Comprehensive education is poor
- Grammar and secondary
  schools gone= selection gone
  Chubb and Moe fee paying
  schools better results because
  private
- School discipline worse = results bad
- Lack of accountability to parents
  governors no incentive to improve
- Active teaching methods a failure
- Teachers Marxist and left wing
- Inefficient use of resources not
  business focus- dependency and
  welfare state

Three strands of Policy making
1) Central control of
   assessments Nat curric, exam
   system and funding- in gvt
   depts hands
2) Funding for specific projects
   key targets lifelong learning
   inclusion deprived children-
   schools clever to apply for
   funds
3) Assessment by outcome
   target setting performance
   league tables and pay related

Inspectors say failure due to exam
focus reforms brought in
- Competition schools and pupils
- Power local councils reduced running
  schools
- Employers go into schools
- Increased testing inspection
  publication results
Definition
Modernity-Society is getting better, progressing.
Postmodernism rejects the view that anything is certain

Postmodernism and Educational attainment

Living in post modernity
Describes modern culture
Pick and mix
Image everything
Technology changing
Spiritual and cultural mix
Individualistic
Consumeristic
Virtually absorbed
Unpredictable society
Information rich

Knowledge
Biased
All construct it
Gender and learning changed
Knowledge is a discourse

Culture
F leads to oppression
Schools shd teach tolerance and diversity not fixed ideas

Critics
Chomsky- no facts or evidence
Diversity in past too
No explanation just a description
Dawkins empty of meaning
Knowledge relative what is postmodernism?

Marxists
Ignores structural problems
Splits society into C A G E
Hill says schools target union members
Inequality is ignored

Societal values
Truth relative and personal
Schools should offer variety of values
Schools not value free

Identity and understanding
Individuals are personal constructs
Identity pick and mix