



# Sociology

The Knowledge Organiser

# Paper 1

Education: Part One

## 01 Overview

This will help you know what is required at each stage of your learning

## 02 Powerful Knowledge

The key information you need to recall

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# Education and Research Methods:

## Part One: Factors

# The Overview

This will help you know what is required at each stage of your learning.

SOC2.01 Evaluate the importance of external cultural factors in causing social class differences in educational achievement. (20 marks)

SOC2.01.01 To know and understand **patterns of differential educational achievement by social class**

To **show knowledge**, describe social class

To **apply knowledge** and show depth, give examples of key trends in relation to class differences in education

To **analyse**, explain how a range of factors may effect educational achievement

To **evaluate**, evaluate the relative importance of each factor

**01.01 Educational achievement by social class** / Middle class students achieve more than working class students in GCSEs, further education (A-Levels) and at university. % of pupils gaining 5 or more A\*-C grades at GCSE by parents' social class: Higher professional: 83%, Routine 44%

01.01 .01 ®Command Grid Recall / "Social Class"

**01.01 Outline the impact of one social factor on differential achievement [2]**

SOC2.01.02 To know and understand the role of **language codes** in differential achievement

To **show knowledge**, describe what Bernstein means by restricted and elaborated language code

To **apply knowledge** and show depth, outline examples of restricted and elaborated code

To **analyse**, explain how language links to social class differences in education

To **evaluate**, evaluate criticisms of Bernstein including universality, oversimplification and its contemporary relevance

**01.02 Language Codes** / The working classes use restricted code with short sentences and slang and as such they cannot access learning (teachers, text books, exams) which uses elaborated (middle class) code.

01.02.01 ®Double Bubble / "Elaborated" vs. Restricted

01.02.02 ®Command Grid Recall / "Language Codes"

**01.02 Evaluate the role of language codes in differential educational achievement [6\*]**

SOC2.01.03 To know and understand the role of **parental attitudes** and values in differential achievement

To **show knowledge**, describe different parental attitudes that influence children's achievement

To **apply knowledge** and show depth, outline examples of parental attitudes and values and their impact on achievement

To **analyse**, explain how these attitudes and values influence differential achievement

To **evaluate**, assess the relative importance of parental attitudes and values in achievement

**01.03 Parental Attitudes** / According to Douglas and Feinstein working class parents show less interest and support than middle class parents in which the following effect achievement: attitude towards school (place less value on school, less ambition and less likely to visit school), parenting style (consistent discipline supporting active learning and exploration), parents' educational behaviour (aware of how to assist their children as they are educated) and use of income (educational toys and games); However other factors, not all children, creativity.

01.03.01® Evaluation Line / "Attitude towards school", "Parenting Style", Parents' educational behaviours" and "Use of income"

**01.03 Evaluate the role of parental attitudes in differential educational achievement [6\*]**

- SOC2.01.04 To know and understand the role of **subcultural values** in differential achievement
- To **show knowledge**, describe Sugarman's key features of working class subcultural values
  - To **apply knowledge** and show depth, outline examples of fatalism, collectivism, immediate gratification and present time orientation
  - To **analyse**, explain the role of working class subcultural values in differential achievement
  - To **evaluate**, assess the relative impact of each of these values
- 01.04 Subcultural Values** / According to Sugarman the working classes have particular values that resist education which are fatalism (accept your fate that you will get a working class job so accepting you will go down the mines), collectivism (community is more important than the individual so go into the same industry as the rest of the community), immediate gratification (rewards/money now so going out to work rather than further education) and present-time orientation (living for the moment so spending and not saving). However, can a child be deprived of its own culture?
- 01.04.01 @Evaluation Line / "fatalism", "collectivism", "immediate gratification" and "present time orientation" \* include 01.03
- 01.04.02 @Conceptagons / 01.02, 01,03, 01.04
- 01.04.01 Evaluate the role of subcultural values in differential educational achievement [6\*]**
- 01.04.02 Outline and explain the role of two subcultural values in differential educational achievement [10]**
- 01.04.03 Evaluate the role of cultural factors in differential educational achievement [20]**
- SOC2.01.05 To know and understand the impact of **material factors such as housing and additional costs** of education on differential achievement
- To **show knowledge**, define economic capital, poverty and material deprivation and identify additional costs of education
  - To **apply knowledge** and show depth, outline examples of how poor housing and lack of financial support can affect pupils' achievement both directly and indirectly
  - To **analyse**, explain the impact of poor housing and additional costs of education on pupils' achievement
  - To **evaluate**, assess the relative importance of housing and the impact of compensatory benefits
- 01.05 Material Deprivation and Housing** / Adequate housing includes space to study and no damp, etc.; According to Smith and Nobel middle class parents have material advantages; According to Reay middle classes have access to tuition and travel and have no need for part time work; middle class have financial support to cover the cost of education's hidden costs
- 01.05.01 @Evaluation Line / Quality of Housing, Space \*include 01.02, 01,03, 01.04
- 01.05 Evaluate the role of housing in differential educational achievement [6\*]**
- SOC2.01.06 To know and understand the impact of **material factors such as diet and health** on differential achievement
- To **show knowledge**, describe class differences in diet and health
  - To **apply knowledge** and show depth, outline examples of class differences in diet, physical and mental health
  - To **analyse**, explain the impact of differences in diet, physical and mental health (including fear of debt) on educational success
  - To **evaluate**, assess the relative importance of diet and health on differential achievement
- 01.06 Material Deprivation and Health** / According to Howard middle classes are more likely to have balanced nutrition and better mental health than the working classes; both social classes can suffer from mental health issues for different reasons
- 01.06.01 @Command Grid Recall / "Material Factors"
- 01.06.02 @Evaluation Line / "Diet", "Stress and Health" \* include 01.02-01.05
- 01.06.02 @Double Bubble / "Housing", "Diet"
- 01.06.01 Evaluate the role of diet and health in differential educational achievement [6\*]**
- 01.06.02 Outline three ways in which housing may effect educational outcomes [6]**
- 01.06.03 Evaluate the role of material factors in differential educational achievement [20]**
- SOC2.01.07 To know and understand the concept of cultural capital in differential achievement
- To **show knowledge**, define economic, educational and cultural capital
  - To **apply knowledge** and show depth, outline examples of educational and cultural capital

To **analyse**, explain how cultural capital provides middle class children an advantage in education and in gaining educational capital including the interaction between economic, educational and cultural capital

To **evaluate**, evaluate the relative importance of the three types of capital and their necessity in educational success

**01.07 Cultural Capital** / This is the accumulation of knowledge, behaviours, and skills that one can tap into to demonstrate cultural competence, and so their social status or standing in society. According to Bourdieu there are four types of capital (meaning wealth): cultural, economic, social and symbolic; they can be transferred from one to another; According to Reay there is high cultural capital habitus at Oxbridge and according to Ball cultural capital effects educational choice;

01.07.01 @Command Grid Recall / Cultural Capital

01.07.02 @Double Bubble / Cultural Capital, Economic Capital

01.07.03 @Brace Map / Capital

**01.07.01 Define cultural capital [2]**

**01.07.02 Evaluate the role of cultural capital in differential educational achievement [6\*]**

SOC2.01.08 To know and understand the role of **compensatory education**

To **show knowledge**, describe compensatory education

To **apply knowledge** and show depth, outline examples of compensatory education such as sure start

To **analyse**, explain how compensatory education aims to increase educational success

To **evaluate**, evaluate the relative importance and effectiveness of compensatory education

**01.08 Compensatory Education** / This is additional educational provision for the culturally deprived (FSM/Pupil Premium) to give them a helping hand to compete on equal terms for example Sesame Street, CBeebies, Pupil Premium and Sure Start

01.08.01 @Brace Map / Compensatory Education

01.08.02 @Conceptagons / 01.02-01.08

01.08.03 @Paragraph Chain 01.02-01.08

01.08.04 @Evaluation Line 01.02-01.08

**01.08.01 Evaluate the role of compensatory education in differential achievement [6\*]**

**01.08.02 Evaluate the importance of external cultural factors in causing social class differences in educational achievement [30]**

SOC2.02 Evaluate the view that factors and processes within the school are the main cause of differences in the educational achievement of different social groups. Jun 2011

SOC2.02.01 To know and understand the role of **teacher expectations and labelling** in differential achievement

To **show knowledge**, define what sociologists mean by labelling

To **apply knowledge** and show depth, outline examples of labelling from own experience, primary (Dunne and Gazeley) and secondary schools (Rist)

To **analyse**, explain the impact of labelling on differential educational achievement using Becker and Hempel-Jorgenson

To **evaluate**, evaluate criticisms of labelling theory and the interaction between this and external factors

**02.01 Labelling Theory** / Labelling in schools help create self-concept which could be positive or negative (Becker) based on an ideal pupil; Jane Elliot carried out an experiment in which she labelled half the class as able based on eye colour and the other class less able which led to different outcomes; Hempel-Jorgensen found WC Aspen primary staff defined children in terms of behaviour rather than ability and MC Rowan primary pupils were defined on academic ability; Rist found teachers sat MC students at the Tigers table and WC children at the Clowns table; criticisms include failure to explain wider cultural factors; deterministic

02.01 Command Grid Recall / Labelling Theory

**02.01 Evaluate the role of labelling in differential achievement [6\*]**

SOC2.02.02 To know and understand the **self-fulfilling prophecy** in differential achievement

To **show knowledge**, define the self-fulfilling prophecy

To **apply knowledge** and show depth, outline the steps in creating a self-fulfilling prophecy and giving examples of self-fulfilling prophecy from own experience and Rosenthal and Jacobson

To **analyse**, explain how self-fulfilling prophecy impacts on differential achievement

To **evaluate**, evaluate criticisms of the self-fulfilling prophecy including determinism

**02.02 Expectations, labelling and the self-fulfilling prophecy** / Teacher labels pupil and makes predictions, teacher treats pupils accordingly as if the prediction is true, pupil internalises the teacher expectation which becomes part of them and the prediction is fulfilled; Rosenthal and Jacobson identified pupils who would spurt but they were chosen at random; half of those identified and made significant progress regardless of original ability

**02.02 Evaluate the role of the self-fulfilling prophecy in differential achievement [4\*]**

SOC2.02.03 To know and understand the role of **streaming** in differential achievement and identity

To **show knowledge**, define streaming

To **apply knowledge** and show depth, outline examples of how streaming creates a self-fulfilling prophecy

To **analyse**, explain how streaming impacts choices within the A-C economy such as educational triage

To **evaluate**, evaluate how changes in the GCSE assessment (9-1 and progress 8) will impact educational triage

**02.04.01 Streaming** / Streaming is putting pupils into groups based on general ability; setting is putting pupils into classes based on ability in that subject; polarises students (labelled good or bad with nothing in between) streaming creates a self-fulfilling prophecy; educational triage (focus on the 5 A-Cs) looks at three groups - the hopeless cases (going to die, lower than D), those who will pass anyway (walking wounded, B and higher selection) and borderline C/D (3/4, saveable) which shapes pupil identity;

**02.03 Evaluate the role of streaming and selection policies in differential achievement [4\*]**

SOC2.02.04 To know and understand the role of **pupil subcultures** in differential achievement

To **show knowledge**, describe streaming, pupil (anti-school) subcultures and Lacey's concepts of differentiation and polarisation

To **apply knowledge** and show depth, outline giving examples of streaming pro- and anti-school subcultures and other responses (Woods)

To **analyse**, explain how pupil subcultures emerge as a response to labelling including the work of Ball

To **evaluate**, evaluate the effect of abolishing streaming on forming pupil subcultures and other criticisms of labelling theory

**02.04.01 Subcultures in education** / Subcultures as responses to labelling; develop through differentiation where pupils are categorised into high and low status streams and polarisation where pupils respond by moving to opposite poles; pro-school subculture gain status through academic success; anti-school subculture and the label of failure pushes them to search for alternative ways of gaining status; male subcultures; female subcultures; ethnic subcultures; Woods identifies four different responses which are integration, ritualism (going through the motions), retreatism (daydreaming and messing about) and rebellion (outright rejection); Ball on abolishing of streaming;

**02.04.01 Outline three ways in which pupils may respond to labelling and streaming [6]**

**02.04.02 Evaluate the role of subcultures in differential achievement [4\*]**

SOC2.02.05 To know and understand the role of **habitus and Nike identities** in differential achievement

To **show knowledge**, define habitus, symbolic capital and symbolic violence

To **apply knowledge** and show depth, outline examples of how working class and middle class identities are reflected in school

To **analyse** and explain how social class habitus shapes pupils' identities, their importance and solutions to middle class education habitus

To **evaluate**, evaluate and contrast with other factors including reference to Bernstein and working class success (Evans)

**02.05 Habitus and Nike Identities** / Habitus is how we inhabit a place, symbolic capital is the value of symbols such as designer labels and symbolic violence is how these labels are demeaned; these labels change the experience of the working classes

**02.05 Evaluate the role of habitus and Nike identities in differential achievement [6\*]**

**02.05 Evaluate the view that factors and processes within the school are the main cause of differences in the educational achievement of different social groups [30]**

SOC2.03 Evaluate sociological explanations for ethnic differences in educational achievement. (20 marks) Jun 2012

SOC2.03.01 To know and understand patterns of differential achievement by ethnicity and the influence of intellectual and linguistic skills in ethnic differences in achievement

To **show knowledge**, define ethnicity and identifying key trends in relation to ethnic differences in education

To **apply knowledge** and show depth, outline examples of internal and external factors that may affect differences in ethnic achievement

To **analyse**, explain how a range of factors may affect differences in ethnic achievement

To **evaluate**, evaluate the relative differences between different ethnic groups such as Chinese and Gypsy-Traveller

**03.01.01 Achievement by ethnicity** / GCSE Chinese (78%) pupils have the highest educational outcomes (5 or more A\*-C at GCSE in 2013), followed by Indian (77%). The lowest are Afro-Caribbean (52%) and Traveller-Gypsy (12%); 31% of Chinese people have degrees, 25% Indian, 17% white British, 13% Afro-Caribbean

03.01.01 @Command Grid Recall / Ethnicity

03.01.02 @Double Bubble / Ethnicity vs. Class

**03.01 Outline patterns of differential educational achievement by ethnicity [4]**

SOC2.03.02 To know and understand the influence of family structure and parental support in ethnic differences in achievement

To **show knowledge**, identify ethnic differences in which parents attitudes may influence children's achievement

To **apply knowledge** and show depth, outline examples of ethnic differences in parental attitudes, values and family structures that impact on achievement

To **analyse**, explain how these attitudes and values influence differential achievement through socialisation including the role of fathers and the 'Asian work ethic'/authority model mirroring school

To **evaluate**, assess the relative importance of parental attitudes and values in achievement, criticisms of compensatory education and alternatives

**03.02.01 Ethnicity and Language Skills** / Cultural deprivation including linguistic skills (Bereiter and Engelmann consider the language spoken by low income black American families as inadequate for educational success)

**03.02.02 Ethnicity, Attitudes and Values** /Attitudes and values (some black children are socialised into a subculture that instils a fatalistic, 'live for today' attitude that does not value education and leaves them unequipped for success); Moynihan (1965 - outdated) argues that because many black families are headed by a lone mother they are deprived of adequate care;

**03.02.03 Ethnicity, Family Structure and Support** / Many black families are headed by a single mother; lack of male role model; Asian culture is more resistant to racism; effect of colonial rule; according to Sewell the problem is fatherly tough love; media inspired role models; pressure from other boys

03.02.01 @Evaluation Line / Language Skills, Attitudes and Values, Family Structure and Support

**03.02 Explain the role of cultural factors on differential achievement by ethnicity [12]**

SOC2.03.03 To know and understand the influence of material deprivation in ethnic differences in achievement

To **show knowledge**, identify a range of ethnic differences in material deprivation

To **apply knowledge** and show depth, outline examples of ethnic differences in material deprivation including the influence of racial discrimination in employment and housing

To **analyse**, explain reasons for ethnic differences in material deprivation including compensatory benefits, wider racism including racial discrimination in employment and housing and the link between class and ethnicity

To **evaluate**, evaluate whether class overrides ethnicity

**03.03 External material factors ethnicity and education** / Pakistanis and Bangladeshis are 3 times more likely to be in the poorest 5th; high unemployment; unskilled and low paid work; Afro-Caribbean held back by material factors and due to racism in wider society. Material deprivation theorists argue that educational failure results from ethnic minorities not having the adequate materials for achievement. Flaherty found that Pakistanis and Bangladeshis were three times more likely to be amongst the poorest fifth of the population, they were more likely to engage in low paid work and twice as likely to be in low skilled low paid work. Since the SWANN report found that class has a 50% effect on educational achievement this must be an explanation of

ethnic differences in achievement. However Gillborn and Mirza argues that social class factors do not override the effects of culture as even when social class has been accounted for ethnic differences in achievement still exist

03.03.01 <sup>®</sup>Evaluation Line / 03.02 + material factors

**03.03 Evaluate the role of material factors on differential achievement by ethnicity [4]**

SOC2.03.04 To know and understand the role of teachers in ethnic differences in achievement

To **show knowledge**, define racialized expectations and identify Archer's three pupil identities

To **apply knowledge** and show depth, outline examples of teacher racialized expectations of ethnic minorities

To **analyse**, explain the impact of teachers' racialized expectations on achievement and pupils identities

To **evaluate**, evaluate the relative impact of teacher labelling

**03.04 Racism in the classroom** / Labelling due to racialized expectations; use simplistic language; teachers responses include the colour-blind, the liberal chauvinists and the overt racists; labelling based around ideal pupil; seen as pathologised (ill); demonised (bad); Gillborn and Youdell found teachers were quicker to discipline black pupils and were more likely to be excluded; teachers focus on white children. John Rex argues that racial discrimination leads to social education and how it worsens poverty. In housing for instance minorities are more likely to be in poor accommodation. In employment ethnic minorities face extensive discrimination in areas such as telesales, admin and opportunities. This in turn leads to poor educational prospects. Wright found that teachers would respond to Asian students in a way to promote the idea that British culture was superior and often spoke to Asian pupils as if they did not have a strong grasp of English. As a result these students were marginalised and not included in class discussions. Black pupils and discipline (Gillborn & Youdell): Teachers have negative, racialised expectations of Black pupils, Black pupils are more likely to be seen as a threat, Black pupils report feeling underestimated & picked on more, Black pupils are more likely to be excluded or isolated, limiting access to curriculum; Black pupils and streaming (Foster): Black pupils are more likely to be streamed low due to negative perceptions of behaviour & ability; Asian pupils (Wright): Asian culture is regarded as inferior by teachers, Teachers assume Asian pupils suffer language barriers, Pupils feel isolated when teachers express disapproval of their culture or mispronounce their names.

03.04.01 Double Bubble / Black vs. Asian

**03.04 Evaluate the role of racism in the classroom on differential achievement by ethnicity [4]**

SOC2.03.05 To know and understand different pupil responses to negative labelling in ethnic differences in achievement

To **show knowledge**, identify a range of possible responses to teacher labelling and racialized expectations

To **apply knowledge** and show depth, outline examples of responses to labelling including Fuller, Mac an Ghail, Mirza and Sewell's subcultures

To **analyse**, explain how the different responses to labelling can effect ethnic differences in achievement

To **evaluate**, evaluate the importance of labelling theory and problems investigating racism in schools

**03.05 Pupil Responses** / Respond by becoming disruptive or reject negative labels; Fuller's girls channelled their anger into rejecting and overcoming it, wanted academic success but rejected teachers; Sewell found four responses: rebels, conformists, retreatists and innovators

03.05.01 <sup>®</sup>Conceptagons / Fuller, rebels, conformists, retreatist, innovators

**03.03 Evaluate the role of pupil responses to racism on differential achievement by ethnicity [4]**

SOC2.03.06 To know and understand the role of institutional racism and the ethnocentric curriculum on differential ethnic achievement

To **show knowledge**, define institutional racism and the ethnocentric curriculum

To **apply knowledge** and show depth, outline examples of institutional racism including applications and marketisation, the ethnocentric curriculum assessment and access to opportunities

To **analyse**, explain the effect of an ethnocentric curriculum on ethnic differences in achievement

To **evaluate**, evaluate the relative impact of an ethnocentric curriculum including origins and the role of compensatory multicultural education

**03.06.01 Institutional Racism** / Ethnic minority culture is invisible; colonialism seen as positive; 'little Englandism' where England is better than anywhere else; ethnocentric (centred on one ethnicity - Western/European); 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin (MacPherson, 1999); reports from primary stereotype minority pupils, lack of information and forms in minority languages, racist bias in interviews, unaware of how the waiting list system works

**03.06.02 Ethnocentric Curriculum and Assessment** / Reflects one ethnic group; ignores non-European languages and history; baseline assessment based on teacher opinions at the start of school and moving to secondary; less likely to be in gifted and talented programmes and in higher exam tiers

03.06.01 Double Bubble / Teacher Racism vs. Institutional Racism

**03.06 Explain the role of institutional racism and the ethnocentric curriculum on differential achievement by ethnicity [8]**

SOC2.04 Evaluate the claim that gender differences in educational achievement are primarily the 'result of changes in wider society'. (20 marks) <sup>Jan 2010</sup>

SOC2.04.01 To know and understand patterns of differential achievement by gender and the external impact of feminism on education

To **show knowledge**, identify key trends in relation to gender differences in educational achievement

To **apply knowledge** and show depth, outline examples of the impact of feminism on educational and employment opportunities, changes in the family and on girls changing ambitions (Sharpe)

To **analyse**, explain how changes in girls ambitions, the family and employment have led to increased educational success for girls

To **evaluate**, evaluate the importance of class differences within gender differences and the relative impact of feminism

**04.01.01 Gender patterns in education** / Girls overtook boys in 1990s at all levels; Francis and Skelton talk about this as being a moral panic - what is happening to boys; the gap is widening but has slowed

**04.01.02 External Reasons for Gender Differences in Achievement** / The impact of feminism has changed aspirations for example Sue Sharpe found girls had low aspirations in the 1970s, "love, marriage, husbands, children, jobs and careers, more or less in that order" but redressing it in 1990s they saw themselves as being independent and had aspirations that require qualifications; changes in the job market which has led to more jobs for women and a decline in traditional male jobs which affects motivation for both; different leisure types as girls have a 'bedroom culture' where they talk with friends and develop their communication skills and boys play football

04.01.01 <sup>®</sup>Commandagons / Gender Differences

04.01.02 <sup>®</sup>Commandagons / External Reasons for Gender Differences in Achievement

**04.01.01 Outline patterns of differential achievement by gender [2]**

**04.01.02 Evaluate the role of feminism on differential achievement by gender [6]**

SOC2.04.02 To know and understand the impact of factors within the classroom on gendered differences in achievement

To **show knowledge**, identify differences in teachers' expectations and attention within the classroom between boys and girls and policies within schools

To **apply knowledge** and show depth, outline examples of how girls and boys are treated differently within the classroom and policies within schools

To **analyse**, explain the impact on gendered differences in achievement of differences in teachers' expectations and policies within schools

To **evaluate**, evaluate the relative importance of male and female role models within schools and policies within schools

**04.02.01 Teachers and Gender** / Positive role models in school, challenging stereotypes in the curriculum; Feminisation of education has led to more female teacher role models;

04.02.01 <sup>®</sup>Evaluation Line / Role Models, Challenging Stereotypes, Feminisation

**04.02 Evaluate the role of teachers on differential achievement by gender [6]**

SOC2.04.03 To know and understand changes in policy on gendered differences in achievement

To **show knowledge**, identify aspects of the curriculum that focus different on boys and girls

To **apply knowledge** and show depth, outline examples of gendered stereotypes within the curriculum and policy changes including GIST and WISE



To **analyse**, explain how institutional changes in policy, the curriculum including stereotypes, assessment including the role of coursework and the impact of league tables on selection have impacted differential achievement by gender

To **evaluate**, explain the impact of league tables on gendered selection, recent changes in assessment and the impact of policies such as GIST and WISE on gendered difference in achievement

**04.03.01 Changes in assessment and gendered achievement** / Changes to coursework benefitting girls (who are better organised and take care of their work) at the expense of boys (Pirie) and unseen exams showing rapid improvement for girls. Recent reduction in coursework has reduced this advantage. There are challenging stereotypes in the curriculum

**04.03.02 Gender, Selection and League Tables** / Focus on attracting girls in order to improve league table position

**04.03.03 Educational policy and gender** / 19th century girls excluded from education, often obtain higher in 11+. Policies include Girls into Science and Technology, The raising boys achievement project, the national literacy strategy, the reading champions and playing for success

04.03.01 ©Conceptagons / Role Models, Feminisation, League Tables, Coursework, Policies

04.03.01 ©Evaluation Line / 04.01-03

**04.03.01 Evaluate the role of policy on differential achievement by gender [6]**

**04.03.02 Outline three reasons for gender differences in educational achievement.**

SOC2.04.04 To know and understand the role of schools in shaping female identities and girls achievement

To **show knowledge**, identify and define aspects of a hyper-heterosexual feminine identity

To **apply knowledge** and show depth, outline examples of working class female symbolic capital within school such as hyper-heterosexual feminine identities and the male gaze

To **analyse**, explain how the role of hyper-heterosexual feminine identities, boyfriends, being loud form symbolic capital for working class girls the influence of the male gaze and how this creates the working class girls' dilemma

To **evaluate**, evaluate the position of 'successful' working class girls

**04.04 Identity and Girls** / Girls use symbolic capital for example boyfriends and hyper-heterosexual identities. There are double standards for males and female pupils who are subject to the male gaze

04.04.01 ©BlueSky / Girl's Identity

04.04.01 ©Commandagons / Girl's Identity

**04.04 Evaluate the role of girls identity on differential achievement by gender [6]**

SOC2.04.05 To know and understand the role of schools in shaping male identities and achievement

To **show knowledge**, identify and define aspects of a hyper-heterosexual masculine identity

To **apply knowledge** and show depth, outline examples of teacher perceptions, male literacy (with reference to male leisure pursuits) and hyper-heterosexual masculinity within school including double standards and male peer groups at different stages of school including peer policing/bullying

To **analyse**, explain the impact of globalisation on male identities and the crisis of masculinity due to decline in traditional male roles, the feminisation of education and the impact of laddish subcultures on achievement

To **evaluate**, evaluate the role of male teachers in helping shape boys' identities

**04.05.01 Internal factors and boys achievement** / Francis on teachers being critical and demotivating to boys leading to them losing confidence, not being the ideal pupil and peer pressure. Boys form laddish subculture (Jackson) and other subcultures (Mac an Ghail)

**04.05.02 Changes in the labour market on boys achievement** / Decline in manufacturing and traditional male jobs. Rise in service sector and increase in part time jobs which favours women. Crisis of masculinity in which men no longer have their traditional sign posts of masculinity

**04.05.03 Identity and Boys** / Gap is due to poorer literacy and language skills possibly see it as a feminine activity. Football does little to develop literacy. Globalisation has led to a decline of men's jobs. Education has seen to have become feminised

04.05.01 ©BlueSky / Boy's Identity

04.05.02 ©Commandagons / Boy's Identity

04.05.03 ®Evaluation Line / Teachers, Subcultures, Decline of Traditional Jobs, Language, Globalisation

**04.05 Evaluate the role of boys identity on differential achievement by gender [6]**

SOC2.04.06 To know and understand different explanations for gender differences in subject choice

To **show knowledge**, identify key differences in male and female subject choices

To **apply knowledge** and show depth, outline examples of differences in national curriculum options, A levels and vocational courses

To **analyse**, explain the role of gender role socialisation, gendered subject images, peer pressure and career opportunities on subject choice

To **evaluate**, evaluate the impact of socialisation and the job market on subject choice

**04.06 Differences in subject choice** / Males are more likely to do business studies, economics, politics and sciences. Girls do modern languages, psychology and sociology. Women being more likely to attend new, post-1992 universities (David). Colley demonstrated gender inequalities in subject choice and Norman on sex stereotyping socialisation

04.06.01 ®Commandagons / Differences in Subject Choice

**04.05 Explain the role of gender on differences in subject choice [4]**

# The Powerful Knowledge

The key information you need to recall. Use this to generate flashcards, mind maps or essay paragraphs.

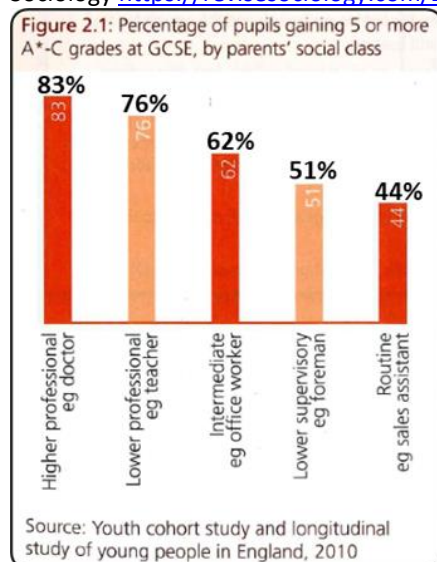
**01.01 Educational achievement by social class** / Middle class students achieve more than working class students in GCSEs, further education (A-Levels) and at university. % of pupils gaining 5 or more A\*-C grades at GCSE by parents' social class: Higher professional: 83%, Routine 44%

**Differential Educational Achievement by Social Class - The... | tutor2u**

<https://www.tutor2u.net/sociology/reference/differential-educational-achievement-by-social-class-the-statistics>

GCSE results: the hidden but enduring effects of parental social class | British Politics and Policy at LSE <https://blogs.lse.ac.uk/politicsandpolicy/gcse-results-parental-social-class/>

Official Statistics on Educational Achievement in the U.K. – Strengths and Limitations – Revise Sociology <https://revisesociology.com/2015/12/23/official-statistics-educational-achievement/>



**01.02 Language Codes** / The working classes use restricted code with short sentences and slang and as such they cannot access learning (teachers, text books, exams) which uses elaborated (middle class) code.

**Educational Achievement & Linguistic Differences - YouTube**

<https://www.youtube.com/watch?v=zgBiVb2y1rg>

Bernstein – Elaborated & Restricted Code (1971) | i love english language (wordpress.com)

<https://aggslanguage.wordpress.com/2010/06/04/bernstein-elaborated-restricted-code-1971/>

Basil Bernstein (csufresno.edu) <http://zimmer.csufresno.edu/~johnca/spch100/3-3-bernstein.htm>

Sociology - Bernstein's language codes - YouTube

<https://www.youtube.com/watch?v=0opkSG0mfBQ>

**01.03 Parental Attitudes** / According to Douglas and Feinstein working class parents show less interest and support than middle class parents in which the following effect achievement: attitude towards school (place less value on school, less ambition and less likely to visit school), parenting style (consistent discipline supporting active learning and exploration), parents' educational behaviour (aware of how to assist their children as they are educated) and use of income (educational toys and games); However other factors, not all children, creativity.

Educational Achievement: Social Class and Parental Attitudes - YouTube

<https://www.youtube.com/watch?v=hyPO7-f7zoA>

Cultural deprivation - Class differences in Education (weebly.com)

<https://classdifferenceineducation.weebly.com/cultural-deprivation.html>

**01.04 Subcultural Values** / According to Sugarman the working classes have particular values that resist education which are fatalism (accept your fate that you will get a working class job so accepting you will go down the mines), collectivism (community is more important than the individual so go into the same industry as the rest of the community), immediate gratification (rewards/money now so going out to work rather than further education) and present-time orientation (living for the moment so spending and not saving). However, can a child be deprived of its own culture?

Class Subcultures and Education - History Learning Site

<https://www.historylearningsite.co.uk/sociology/education-and-sociology/class-subcultures-and-education/>

**01.05 Material Deprivation and Housing** / Adequate housing includes space to study and no damp, etc.; According to Smith and Nobel middle class parents have material advantages; According to Reay middle classes have access to tuition and travel and have no need for part time work; middle class have financial support to cover the cost of education's hidden costs

Education and Material Deprivation - YouTube

<https://www.youtube.com/watch?v=IBluVpymC7w>

Poor Kids: Below The Poverty Line (Child Poverty Documentary) | Real Stories - YouTube

<https://www.youtube.com/watch?v=i9aSp9bFmMg>

The Effects of Material Deprivation on Education – Revise Sociology

<https://revisesociology.com/2014/02/14/material-deprivation-education/#:~:text=Material%20deprivation%20can%20be%20defined,negative%20effect%20on%20educational%20achievement.&text=Tuition%20fees%20and%20loans%20would,to%20those%20from%20poorer%20backgrounds.>

**01.06 Material Deprivation and Health** / According to Howard middle classes are more likely to have balanced nutrition and better mental health than the working classes; both social classes can suffer from mental health issues for different reasons

**Material deprivation - Class differences in Education (weebly.com)**

<https://clasdifferenceineducation.weebly.com/material-deprivation.html>

Energy drinks cause dangerous side effects in half of young people, finds study

<https://www.independent.co.uk/life-style/energy-drinks-dangerous-side-effects-health-young-people-heartrates-seizures-sleeping-canada-study-a8160046.html>

Give children free meals during school holidays to stop them starving, teachers urge

<https://www.independent.co.uk/news/education/education-news/give-children-free-meals-during-school-holidays-to-stop-them-starving-teachers-urge-a6969581.html>

Mrs Chips takes orders for the school dinners run

<https://www.telegraph.co.uk/news/uknews/1528992/Mrs-Chips-takes-orders-for-the-school-dinners-run.html>

"I can't sleep on my top bunk because the mould goes along and it goes on my chest. It's disgusting, we feel sick all the time." <https://www.bbc.co.uk/news/education-13632856>

**01.07 Cultural Capital** / This is the accumulation of knowledge, behaviours, and skills that one can tap into to demonstrate cultural competence, and so their social status or standing in society. According to Bourdieu there are four types of capital (meaning wealth): cultural, economic, social and symbolic; they can be transferred from one to another; According to Reay there is high cultural capital habitus at Oxbridge and according to Ball cultural capital effects educational choice;

Education and Cultural Capital <https://www.youtube.com/watch?v=Tb0v1L87okA>

Bourdieu on Education | A Level Sociology - Education - YouTube

<https://www.youtube.com/watch?v=uwJfinEp010>

For poor children, lunch is a rushed butty. For the rich, it's orchestra and stand-up | Laura

McInerney | The Guardian <https://www.theguardian.com/education/2019/may/21/poor-children-lunch-buttu-rich-orchestra-standup-oxbridge>

**01.08 Compensatory Education** / This is additional educational provision for the culturally deprived (FSM/Pupil Premium) to give them a helping hand to compete on equal terms for example Sesame Street, CBeebies, Pupil Premium and Sure Start

What is the Pupil Premium? - Answered - Twinkl teaching Wiki

<https://www.twinkl.co.uk/teaching-wiki/pupil-premium>

Games for kids and early years activities - CBeebies - BBC <https://www.bbc.co.uk/cbeebies>

Sure Start - Wikipedia [https://en.wikipedia.org/wiki/Sure\\_Start](https://en.wikipedia.org/wiki/Sure_Start)

**02.01 Labelling Theory** / Labelling in schools help create self-concept which could be positive or negative (Becker) based on an ideal pupil; Jane Elliot carried out an experiment in which she labelled half the class as able based on eye colour and the other class less able which led to different outcomes; Hempel-Jorgensen found WC Aspen primary staff defined children in terms of behaviour rather than ability and MC Rowan primary pupils were defined on academic ability; Rist found teachers sat MC students at the Tigers table and WC children at the Clowns table; criticisms include failure to explain wider cultural factors; deterministic

Education: Labelling and Social Class - YouTube

<https://www.youtube.com/watch?v=aQMgVK3qYYc>

The Symbolic-Interactionist Perspective on Education | Boundless Sociology (lumenlearning.com)

<https://courses.lumenlearning.com/boundless-sociology/chapter/the-symbolic-interactionist-perspective-on-education/>

A Class Divided (full film) | FRONTLINE - YouTube

[https://www.youtube.com/watch?v=1mcCLm\\_LwpE](https://www.youtube.com/watch?v=1mcCLm_LwpE)

**02.02 Expectations, labelling and the self-fulfilling prophecy** / Teacher labels pupil and makes predictions, teacher treats pupils accordingly as if the prediction is true, pupil internalises the teacher expectation which becomes part of them and the prediction is fulfilled; Rosenthal and Jacobson identified pupils who would spurt but they were chosen at random; half of those identified and made significant progress regardless of original ability

[The Pygmalion Effect - YouTube https://www.youtube.com/watch?v=4aN5TbGW5JA](https://www.youtube.com/watch?v=4aN5TbGW5JA)

**02.04.01 Streaming** / Streaming is putting pupils into groups based on general ability; setting is putting pupils into classes based on ability in that subject; polarises students (labelled good or bad with nothing in between) streaming creates a self-fulfilling prophecy; educational triage (focus on the 5 A-Cs) looks at three groups - the hopeless cases (going to die, lower than D), those who will pass anyway (walking wounded, B and higher selection) and borderline C/D (3/4, saveable) which shapes pupil identity;

Should streaming be introduced? <http://www.bbc.co.uk/news/education-13772918>

[TOPIC 4 - SOCIOLOGY OF EDUCATION: Ball: The effect of STREAMING on educational achievement - YouTube https://www.youtube.com/watch?v=Plu8usOdrEs](https://www.youtube.com/watch?v=Plu8usOdrEs)

**02.04.01 Subcultures in education** / Subcultures as responses to labelling; develop through differentiation where pupils are categorised into high and low status streams and polarisation where pupils respond by moving to opposite poles; pro-school subculture gain status through academic success; anti-school subculture and the label of failure pushes them to search for alternative ways of gaining status; male subcultures; female subcultures; ethnic subcultures; Woods identifies four different responses which are integration, ritualism (going through the motions), retreatism (daydreaming and messing about) and rebellion (outright rejection); Ball on abolishing of streaming;

[Relationships and Processes within Schools: Social Class and Anti-School Subcultures - YouTube](https://www.youtube.com/watch?v=cg1yzza42Z0)

<https://www.youtube.com/watch?v=cg1yzza42Z0>

[Sociology - Labelling, Setting & Streaming and Subcultures - YouTube](https://www.youtube.com/watch?v=1eb3xusDLkQ)

<https://www.youtube.com/watch?v=1eb3xusDLkQ>

**02.05 Habitus and Nike Identities** / Habitus is how we inhabit a place, symbolic capital is the value of symbols such as designer labels and symbolic violence is how these labels are demeaned; these labels change the experience of the working classes

[School Swap - The CIAs Divide S01 - Ep01 1 HD Watch - video Dailymotion](https://www.dailymotion.com/video/x6t2xhm)

<https://www.dailymotion.com/video/x6t2xhm>

[Introduction to Bourdieu: Habitus - YouTube https://www.youtube.com/watch?v=WvzahvBpd\\_A](https://www.youtube.com/watch?v=WvzahvBpd_A)

[Bourdieu on Education | A Level Sociology - Education - YouTube](https://www.youtube.com/watch?v=uwJfnEp01)

<https://www.youtube.com/watch?v=uwJfnEp01>

**03.01.01 Achievement by ethnicity** / GCSE Chinese (78%) pupils have the highest educational outcomes (5 or more A\*-C at GCSE in 2013), followed by Indian (77%). The lowest are Afro-Caribbean (52%) and Traveller-Gypsy (12%); 31% of Chinese people have degrees, 25% Indian, 17% white British, 13% Afro-Caribbean

[Differential Education Achievement by Ethnicity - Statistics | tutor2u](https://www.tutor2u.net/sociology/reference/differential-education-achievement-by-ethnicity-statistics)

<https://www.tutor2u.net/sociology/reference/differential-education-achievement-by-ethnicity-statistics>

[How does Educational Achievement Vary by Ethnicity? – Revise Sociology](https://revisesociology.com/2020/04/24/how-does-educational-achievement-vary-by-ethnicity/)

<https://revisesociology.com/2020/04/24/how-does-educational-achievement-vary-by-ethnicity/>

**03.02.01 Ethnicity and Language Skills** / Cultural deprivation including linguistic skills (Bereiter and Engelmann consider the language spoken by low income black American families as inadequate for educational success)

SOC2.01.02 To know and understand the role of **language codes** in differential achievement

**Educational Achievement & Linguistic Differences - YouTube**

<https://www.youtube.com/watch?v=zgBiVb2y1rg>

[Topic 2: Ethnic differences in achievement | sadeksrevision \(wordpress.com\)](https://sadeksrevision.wordpress.com/2015/03/07/topic-2-ethnic-differences-in-achievement/)

<https://sadeksrevision.wordpress.com/2015/03/07/topic-2-ethnic-differences-in-achievement/>

[Differentiation In Educational Achievement - ` - Sociology Resource \(tutorhunt.com\)](https://www.tutorhunt.com/resource/24866/)

<https://www.tutorhunt.com/resource/24866/>

**03.02.03 Ethnicity, Family Structure and Support** / Many black families are headed by a single mother; lack of male role model; Asian culture is more resistant to racism; effect of colonial rule; according to Sewell the problem is fatherly tough love; media inspired role models; pressure from other boys

SOC2.01.03 To know and understand the role of **parental attitudes** and values in differential achievement

**Differential Educational Achievement by Ethnicity - Parental Support - YouTube**

<https://www.youtube.com/watch?v=xKP45ZxglvY>

[Topic 2: Ethnic differences in achievement | sadeksrevision \(wordpress.com\)](https://sadeksrevision.wordpress.com/2015/03/07/topic-2-ethnic-differences-in-achievement/)

<https://sadeksrevision.wordpress.com/2015/03/07/topic-2-ethnic-differences-in-achievement/>

[Differentiation In Educational Achievement - ` - Sociology Resource \(tutorhunt.com\)](https://www.tutorhunt.com/resource/24866/)

<https://www.tutorhunt.com/resource/24866/>

**03.03 External material factors ethnicity and education** / Pakistanis and Bangladeshis are 3 times more likely to be in the poorest 5th; high unemployment; unskilled and low paid work; Afro-Caribbean held back by material factors and due to racism in wider society. Material deprivation theorists argue that educational failure results from ethnic minorities not having the adequate materials for achievement. Flaherty found that Pakistanis and Bangladeshis were three times more likely to be amongst the poorest fifth of the population, they were more likely to engage in low paid work and twice as likely to be in low skilled low paid work. Since the SWANN report found that class has a 50% effect on educational achievement this must be an explanation of ethnic differences in achievement. However Gillborn and Mirza argues that social class factors do not override the effects of culture as even when social class has been accounted for ethnic differences in achievement still exist

Material Deprivation and Differences in Educational Achievement by Ethnicity – Revise Sociology

<https://revisesociology.com/2015/03/23/material-deprivation-and-differences-in-educational-achievement-by-ethnicity/>

Child poverty and education outcomes by ethnicity - Office for National Statistics (ons.gov.uk)

<https://www.ons.gov.uk/economy/nationalaccounts/uksectoraccounts/compendium/economicreview/february2020/childpovertyandeducationoutcomesbyethnicity>

Ethnicity and Educational Achievement (wordpress.com)

<https://hecticteachersalevelsociologysite.wordpress.com/ethnicity-and-educational-achievement/>

**03.04 Racism in the classroom** / Labelling due to racialized expectations; use simplistic language; teachers responses include the colour-blind, the liberal chauvinists and the overt racists; labelling based around ideal pupil; seen as pathologised (ill); demonised (bad); Gillborn and Youdell found teachers were quicker to discipline black pupils and were more likely to be excluded; teachers focus on white children. John Rex argues that racial discrimination leads to social education and how it worsens poverty. In housing for instance minorities are more likely to be in poor accommodation. In employment ethnic minorities face extensive discrimination in areas such as telesales, admin and opportunities. This in turn leads to poor educational prospects. Wright found that teachers would respond to Asian students in a way to promote the idea that British culture was superior and often spoke to Asian pupils as if they did not have a strong grasp of English. As a result these students were marginalised and not included in class discussions. Black pupils and discipline (Gillborn & Youdell): Teachers have negative, racialised expectations of Black pupils, Black pupils are more likely to be seen as a threat, Black pupils report feeling underestimated & picked on more, Black pupils are more likely to be excluded or isolated, limiting access to curriculum; Black pupils and streaming (Foster): Black pupils are more likely to be streamed low due to negative perceptions of behaviour & ability; Asian pupils (Wright): Asian culture is

regarded as inferior by teachers, Teachers assume Asian pupils suffer language barriers, Pupils feel isolated when teachers express disapproval of their culture or mispronounce their names.

Ethnicity and Educational Achievement (wordpress.com)

<https://hecticteachersalevelsociologysite.wordpress.com/ethnicity-and-educational-achievement/>

Racism (Education) | Topics | Sociology | tutor2u

<https://www.tutor2u.net/sociology/topics/racism-education>

Ethnicity and Differential Educational Achievement – In School Processes – Revise Sociology

<https://revisesociology.com/2015/03/27/ethnicity-and-differential-educational-achievement-in-school-processes/>

Runnymede Secondary Schools report FINAL.pdf (runnymedetrust.org)

<https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf>

**03.05 Pupil Responses** / Respond by becoming disruptive or reject negative labels; Fuller's girls channelled their anger into rejecting and overcoming it, wanted academic success but rejected teachers; Sewell found four responses: rebels, conformists, retreatists and innovators

Relationships & Processes within Schools - Ethnicity & Subcultures | A Level Sociology - YouTube

<https://www.youtube.com/watch?v=aSH90Fzh1YE>

**03.06.01 Institutional Racism** / Ethnic minority culture is invisible; colonialism seen as positive; 'little Englandism' where England is better than anywhere else; ethnocentric (centred on one ethnicity - Western/European); 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin (MacPherson, 1999); reports from primary stereotype minority pupils, lack of information and forms in minority languages, racist bias in interviews, unaware of how the waiting list system works

Heart breaking Moment When Kids Learn About White Privilege | The School That Tried to End

Racism - YouTube <https://www.youtube.com/watch?v=1I3wJ7pJUjg>

Morana (goddess) - Wikipedia [https://en.wikipedia.org/wiki/Morana\\_\(goddess\)](https://en.wikipedia.org/wiki/Morana_(goddess))

Marley Dias talks Institutional Racism - YouTube <https://www.youtube.com/watch?v=4M-5V8uUtKA>

Relationships & Processes within Schools - Institutional Racism in Schools | A Level Sociology -

YouTube <https://www.youtube.com/watch?v=DGJKsD-zkdE>

**03.06.02 Ethnocentric Curriculum and Assessment** / Reflects one ethnic group; ignores non-European languages and history; baseline assessment based on teacher opinions at the start of school and moving to secondary; less likely to be in gifted and talented programmes and in higher exam tiers

Education: Relationships and Processes within Schools - the Ethnocentric Curriculum - YouTube

<https://www.youtube.com/watch?v=XnyT4DBMPss>

Decolonise the Curriculum | Pran Patel | TEDxNorwichED - YouTube

<https://www.youtube.com/watch?v=8JjRQTuzqTU>

**04.01.01 Gender patterns in education** / Girls overtook boys in 1990s at all levels; Francis and Skelton talk about this as being a moral panic - what is happening to boys; the gap is widening but has slowed GCSE results: biggest gap in 11 years between boys and girls A\*-C pass rate | GCSEs | The Guardian <https://www.theguardian.com/news/datablog/2014/aug/21/gcse-results-2014-biggest-gap-11-boys-and-girls-a-c-pass-rate>

Trends in gender gaps: using 20 years of evidence from TIMSS | Large-scale Assessments in Education | Full Text (springeropen.com)

<https://largescaleassessmentsineducation.springeropen.com/articles/10.1186/s40536-019-0076-3>

**04.01.02 External Reasons for Gender Differences in Achievement** / The impact of feminism has changed aspirations for example Sue Sharpe found girls had low aspirations in the 1970s, "love, marriage, husbands, children, jobs and careers, more or less in that order" but redressing it in 1990s they saw themselves as being independent and had aspirations that require qualifications; changes in the job market which has led to more jobs for women and a decline in traditional male jobs which affects motivation for both; different leisure types as girls have a 'bedroom culture' where they talk with friends and develop their communication skills and boys play football

The Rise of Feminism <https://youtu.be/ExfUSN9357o>

Explaining the Gender Gap in Education – Revise Sociology

<https://revisesociology.com/2020/04/15/gender-gap-education-home-society/>

Gender and Schooling (discoversociology.co.uk) <http://www.discoversociology.co.uk/social-inequalities/gender-and-schooling>

The Bedroom Culture (tumblr.com)

<https://thebedroomculture.tumblr.com/post/110892140263/the-bedroom-culture-a-feminist-perspective#:~:text=Bedroom%20culture%2C%20is%20a%20theory,virtually%20trapped%20in%20their%20room>.

Identity Crisis? How To Be a Man | tutor2u <https://www.tutor2u.net/sociology/blog/identity-crisis-how-to-be-a-man#:~:text=Changes%20to%20traditional%20roles%2C%20such,a%20%27crisis%20of%20masculinity%27.&text=This%20refers%20to%20men%20who,house%20with%20childcare%20and%20housework>.

<https://www.tutor2u.net/sociology/blog/identity-crisis-how-to-be-a-man#:~:text=Changes%20to%20traditional%20roles%2C%20such,a%20%27crisis%20of%20masculinity%27.&text=This%20refers%20to%20men%20who,house%20with%20childcare%20and%20housework>.

**04.02.01 Teachers and Gender** / Positive role models in school, challenging stereotypes in the curriculum; Feminisation of education has led to more female teacher role models;

Teachers Are Role Models <https://teach.com/what/teachers-are-role-models/>

Drive to get more full-time male teachers into primary schools 'flunks' - Mirror Online

<https://www.mirror.co.uk/news/uk-news/drive-more-full-time-male-24659060>

Manchester mum calls for more diversity in children's books - BBC News

<https://www.bbc.co.uk/news/uk-england-manchester-58331368>

**04.03.01 Changes in assessment and gendered achievement** / Changes to coursework benefitting girls (who are better organised and take care of their work) at the expense of boys (Pirie) and unseen exams showing rapid improvement for girls. Recent reduction in coursework has reduced this advantage. There are challenging stereotypes in the curriculum

Coursework axed as Michael Gove toughens up GCSEs and A-Levels | Daily Mail Online

<https://www.dailymail.co.uk/news/article-2600649/Tougher-exams-questions-foreign-languages-science-experiments-demanded-exam-shake-up.html>

**04.03.02 Gender, Selection and League Tables** / Focus on attracting girls in order to improve league table position

School league tables: Boys behind girls for three decades - BBC News

<https://www.bbc.co.uk/news/education-51313438>

**04.03.03 Educational policy and gender** / 19th century girls excluded from education, often obtain higher in 11+. Policies include Girls into Science and Technology, The raising boys achievement project, the national literacy strategy, the reading champions and playing for success

WISE | Topics | Sociology | tutor2u <https://www.tutor2u.net/sociology/topics/wise>

GIST | Topics | Sociology | tutor2u <https://www.tutor2u.net/sociology/topics/gist>

Girls and School - History Learning Site

<https://www.historylearningsite.co.uk/sociology/education-and-sociology/girls-and-school/>

**04.04 Identity and Girls** / Girls use symbolic capital for example boyfriends and hyper-heterosexual identities. There are double standards for males and female pupils who are subject to the male gaze

Educating Yorkshire <https://www.channel4.com/programmes/educating-yorkshire/on-demand/54456-002>

Overview of 'University's not for Me – I'm a Nike... | tutor2u

<https://www.tutor2u.net/sociology/reference/overview-of-universitys-not-for-me-im-a-nike-person-by-archer-et-al>

Differential Educational Achievement by Gender: Gender Identity and Education - YouTube

<https://www.youtube.com/watch?v=uPoSJAExU3k>

**04.05.01 Internal factors and boys achievement** / Francis on teachers being critical and demotivating to boys leading to them losing confidence, not being the ideal pupil and peer pressure. Boys form laddish subculture (Jackson) and other subcultures (Mac an Ghail)

Boys are more likely to play up at school, but it's more social than biological

(theconversation.com) <https://theconversation.com/boys-are-more-likely-to-play-up-at-school-but-its-more-social-than-biological-34586>

**04.05.02 Changes in the labour market on boys achievement** / Decline in manufacturing and traditional male jobs. Rise in service sector and increase in part time jobs which favours women. Crisis of masculinity in which men no longer have their traditional sign posts of masculinity

Differential Educational Achievement by Gender: Crisis of Masculinity - YouTube

[https://www.youtube.com/watch?v=I\\_9dovS2PwQ](https://www.youtube.com/watch?v=I_9dovS2PwQ)



**04.05.03 Identity and Boys** / Gap is due to poorer literacy and language skills possibly see it as a feminine activity. Football does little to develop literacy. Globalisation has led to a decline of men's jobs. Education has seen to have become feminised

Differential Educational Achievement by Gender: Gender Identity and Education - YouTube

<https://www.youtube.com/watch?v=uPoSJAExU3k>

**04.06 Differences in subject choice** / Males are more likely to do business studies, economics, politics and sciences. Girls do modern languages, psychology and sociology. Women being more likely to attend new, post-1992 universities (David). Colley demonstrated gender inequalities in subject choice and Norman on sex stereotyping socialisation

Differential Educational Achievement by Gender: Gender Socialisation - YouTube

[https://www.youtube.com/watch?v=Qdv1CVwRJds&list=RDLVQdv1CVwRJds&start\\_radio=1&rv=Qdv1CVwRJds&t=0](https://www.youtube.com/watch?v=Qdv1CVwRJds&list=RDLVQdv1CVwRJds&start_radio=1&rv=Qdv1CVwRJds&t=0)

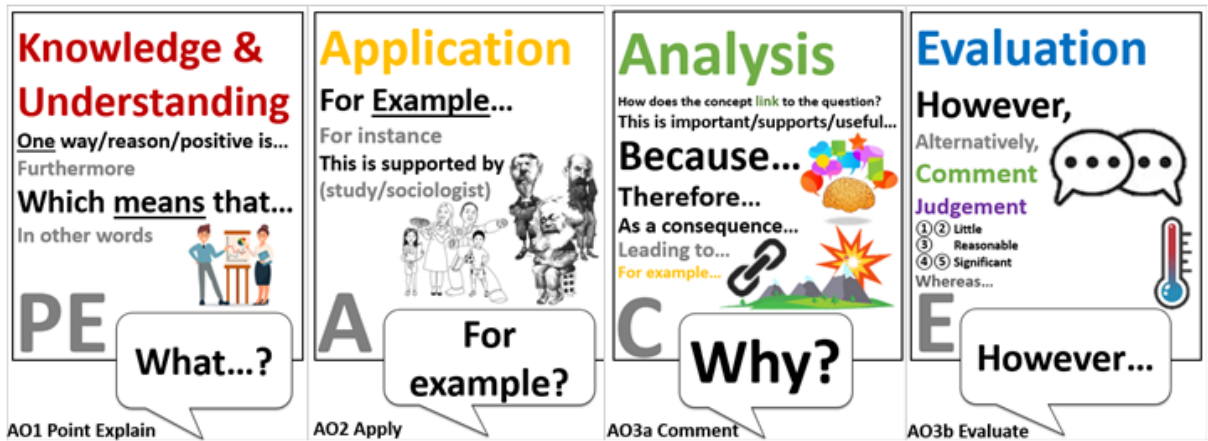
Analyse two reasons for gender differences in subject choice (10) – Revise Sociology

<https://revisesociology.com/2017/04/30/analyse-gender-differences-subject-choice/>

Education: Gender and Subject Selection - YouTube

<https://www.youtube.com/watch?v=oSrPZUs1RA>

# The Exam Practice



## 01.01 Outline the impact of one social factor on differential achievement [2]

- P One social factor...
- E Which means...
- A For example...

## 01.02 Evaluate the role of language codes in differential educational achievement [6\*]

- P One reason for differential education achievement is
- E Which means...
- A For example
- C This will have an impact because... therefore... as a consequence...
- E However,

## 01.03 Evaluate the role of parental attitudes in differential educational achievement [6\*]

- P One reason is...
- E This means...
- A For example... This is supported by...
- C These attitudes will influence outcomes as...
- E However,

## 01.04.01 Evaluate the role of subcultural values in differential educational achievement [6\*]

- P One reason is...
- E This means...
- A For example... This is supported by...
- C These values will influence outcomes as...
- E However,

## 01.04.02 Outline and explain the role of two subcultural values in differential educational achievement [10]

PEACx2

## 01.04.03 Evaluate the role of cultural factors in differential educational achievement [20]

PEACEx3

## 01.05 Evaluate the role of housing in differential educational achievement [6\*]

- P One reason is...
- E This means...
- A For example... This is supported by...
- C Housing will influence outcomes because... therefore... as a consequence...
- E However,

## 01.06.01 Evaluate the role of diet and health in differential educational achievement [6\*]

- P One reason is...

E This means...  
A For example... This is supported by...  
C Diet will influence outcomes because... therefore... as a consequence...  
E However,

**01.06.02 Outline three ways in which housing may effect educational outcomes [6]**

3x  
P One way is...  
E Which means...  
A For example...

**01.06.03 Evaluate the role of material factors in differential educational achievement [20]**

PEACE x3

**01.07.01 Define cultural capital [2]**

P Cultural capital is...  
E Which means...

**01.07.02 Evaluate the role of cultural capital in differential educational achievement [6\*]**

P One reason for differential educational achievement is lack of cultural capital.  
E This means...  
A For example... This is supported by...  
C This will influence outcomes because... therefore... as a consequence...  
E However,

**01.08.01 Evaluate the role of compensatory education in differential achievement [6\*]**

P One way in which differential educational achievement may be reduced is through compensatory education.  
E This means...  
A For example... This is supported by...  
C This will influence outcomes because... therefore... as a consequence...  
E However,

**01.08.02 Evaluate the importance of external cultural factors in causing social class differences in educational achievement [30]**

PEACE x5

**02.01 Evaluate the role of labelling in differential achievement [6\*]**

P One reason for differential education achievement is  
E Which means...  
A For example  
C This will have an impact because... therefore... as a consequence...  
E However,

**02.02 Evaluate the role of the self-fulfilling prophecy in differential achievement [4\*]**

P One reason for differential education achievement is  
E Which means...  
A For example  
C This will have an impact because... therefore... as a consequence...  
E However,

**02.04.01 Outline three ways in which pupils may respond to labelling and streaming [6]**

PEA x3

**02.04.02 Evaluate the role of subcultures in differential achievement [4\*]**

P One reason for differential education achievement is  
E Which means...  
A For example  
C This will have an impact because... therefore... as a consequence...  
E However,

**02.05 Evaluate the role of habitus and Nike identities in differential achievement [6\*]**

**02.05 Evaluate the view that factors and processes within the school are the main cause of differences in the educational achievement of different social groups [30]**

PEACE x 5

**03.01 Outline patterns of differential educational achievement by ethnicity [4]**

PEA

**03.02 Explain the role of cultural factors on differential achievement by ethnicity [12]**

P One reason for differential education achievement is

E Which means...

A For example

C This will have an impact because... therefore... as a consequence...

E However,

**03.03 Evaluate the role of material factors on differential achievement by ethnicity [4]**

PEACE

**03.03 Evaluate the role of pupil responses to racism on differential achievement by ethnicity [4]**

PEACE

**03.04 Evaluate the role of racism in the classroom on differential achievement by ethnicity [4]**

PEACE

**03.06 Explain the role of institutional racism and the ethnocentric curriculum on differential achievement by ethnicity [8]**

**04.01.01 Outline patterns of differential achievement by gender [2]**

PA

**04.01.02 Evaluate the role of feminism on differential achievement by gender [6]**

PEACE

**04.02 Evaluate the role of teachers on differential achievement by gender [6]**

PEACE

**04.03.01 Evaluate the role of policy on differential achievement by gender [6]**

**04.03.02 Outline three reasons for gender differences in educational achievement.**

Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined, such as: laddish subcultures (1 mark); boys are more likely to join anti-school subcultures that prevent them from achieving (+ 1 mark). changes in the job market (1 mark): more jobs for women/decline in traditional men's jobs increase girls'/reduce boys' motivation to achieve (+1 mark). feminisation of education (1 mark); more female teachers as role models today gives girls an advantage over boys (+1 mark). leisure pursuits (1 mark); for example, girls' leisure often involves a 'bedroom culture' of talking with friends, which develops their communication skills (+ 1 mark). reduction of coursework (1 mark); this reduces the advantage in achievement that girls had through being better organised and taking care Of their work (+1 mark).

Other relevant material should be credited.

No marks for no relevant points.

**04.04 Evaluate the role of girls identity on differential achievement by gender [6]**

**04.05 Evaluate the role of boys identity on differential achievement by gender [6]**

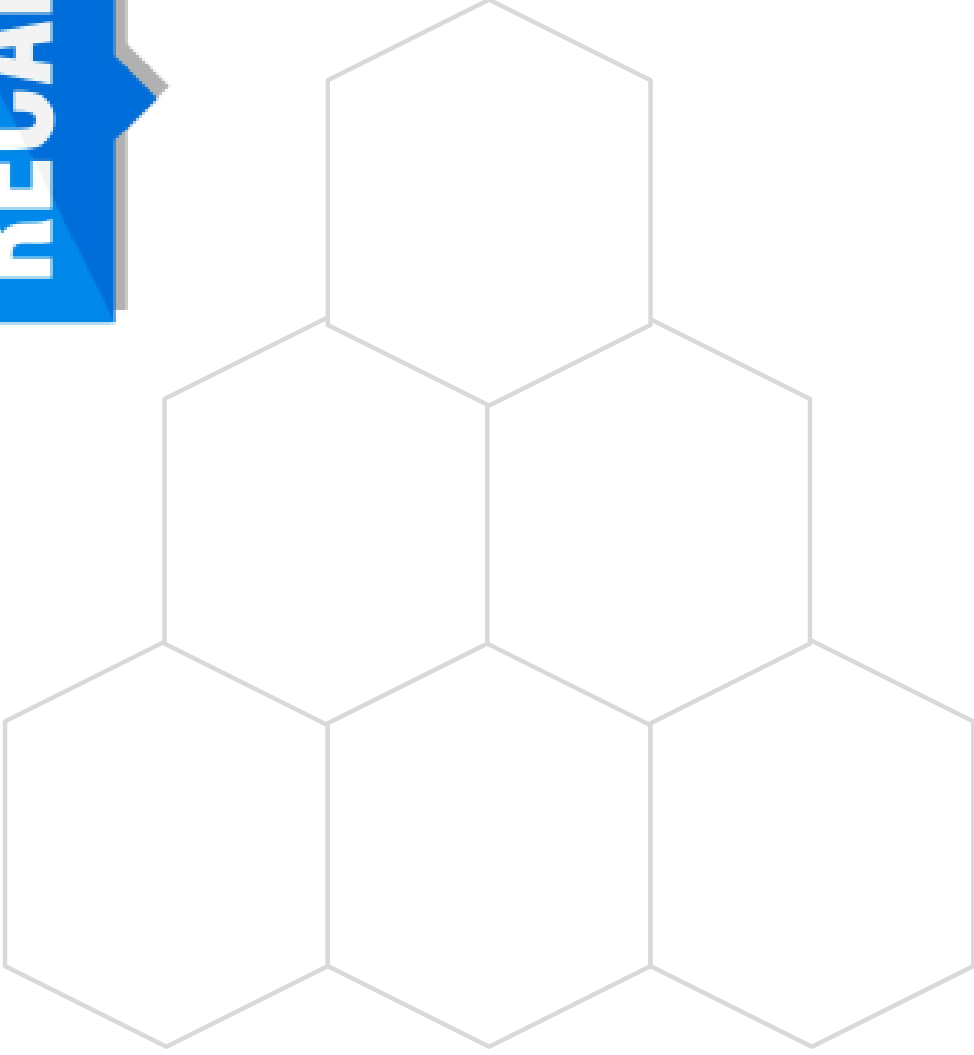
**04.05 Explain the role of gender on differences in subject choice [4]**

# The Revision Tools

- 01.01 .01 ®Command Grid Recall / "Social Class"
- 01.02.01 ®Double Bubble / "Elaborated" vs. Restricted
- 01.02.02 ®Command Grid Recall / "Language Codes"
- 01.03.01® Evaluation Line / "Attitude towards school", "Parenting Style", Parents' educational behaviours" and "Use of income"
- 01.04.01 ®Evaluation Line / "fatalism", "collectivism", "immediate gratification" and "present time orientation" \* include 01.03
- 01.04.02 ®Conceptagons / 01.02, 01,03, 01.04
- 01.05.01 ®Evaluation Line / Quality of Housing, Space \*include 01.02, 01,03, 01.04
- 01.06.01 ®Command Grid Recall / "Material Factors"
- 01.06.02 ®Double Bubble / "Housing", "Diet"
- 01.06.02 ®Evaluation Line / "Diet", "Stress and Health" \* include 01.02-01.05
- 01.07.01 ®Command Grid Recall / Cultural Capital
- 01.07.02 ®Double Bubble / Cultural Capital, Economic Capital
- 01.07.03 ®Brace Map / Capital
- 01.08.01 ®Brace Map / Compensatory Education
- 01.08.02 ®Conceptagons / 01.02-01.08
- 01.08.03 ®Paragraph Chain 01.02-01.08
- 01.08.04 ®Evaluation Line 01.02-01.08
- 02.01 Command Grid Recall / Labelling Theory
- 03.01.01 ®Command Grid Recall / Ethnicity
- 03.01.02 ®Double Bubble / Ethnicity vs. Class
- 03.02.01 ®Evaluation Line / Language Skills, Attitudes and Values, Family Structure and Support
- 03.03.01 ®Evaluation Line / 03.02 + material factors
- 03.04.01 Double Bubble / Black vs. Asian
- 03.05.01 ®Conceptagons / Fuller, rebels, conformists, retreatist, innovators
- 03.06.01 Double Bubble / Teacher Racism vs. Institutional Racism
- 04.01.01 ®Commandagons / Gender Differences
- 04.01.02 ®Commandagons / External Reasons for Gender Differences in Achievement
- 04.02.01 ®Evaluation Line / Role Models, Challenging Stereotypes, Feminisation
- 04.03.01 ®Conceptagons / Role Models, Feminisation, League Tables, Coursework, Policies
- 04.03.01 ®Evaluation Line / 04.01-03
- 04.04.01 ®BlueSky / Girl's Identity
- 04.04.01 ®Commandagons / Girl's Identity
- 04.05.01 ®BlueSky / Boy's Identity
- 04.05.02 ®Commandagons / Boy's Identity
- 04.05.03 ®Evaluation Line / Teachers, Subcultures, Decline of Traditional Jobs, Language, Globalisation



**RECALL**

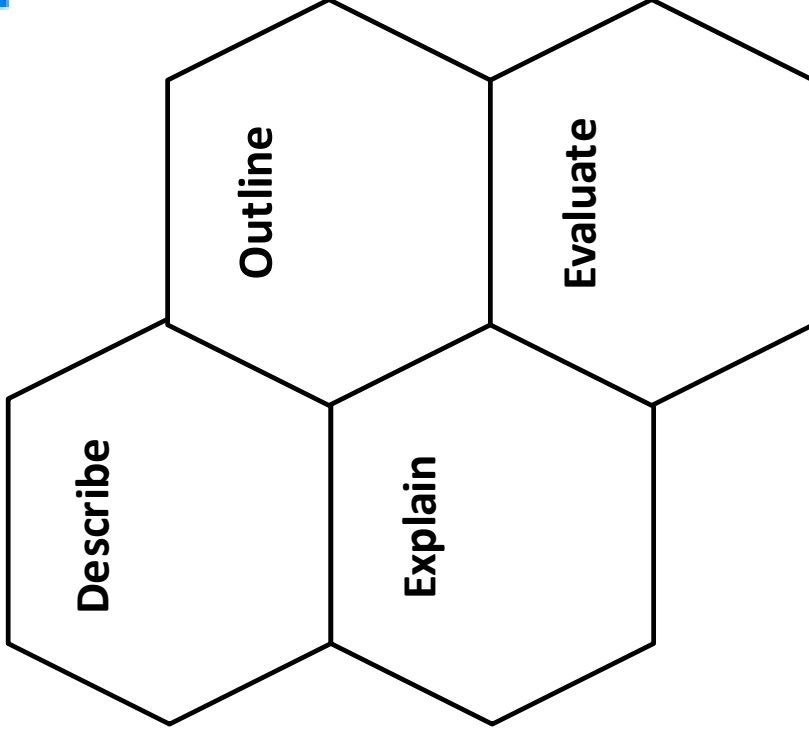


**#Challenge** Link three at the corners

**Conceptagons**  
Connect two concep  
Connect three concep



**RECALL**

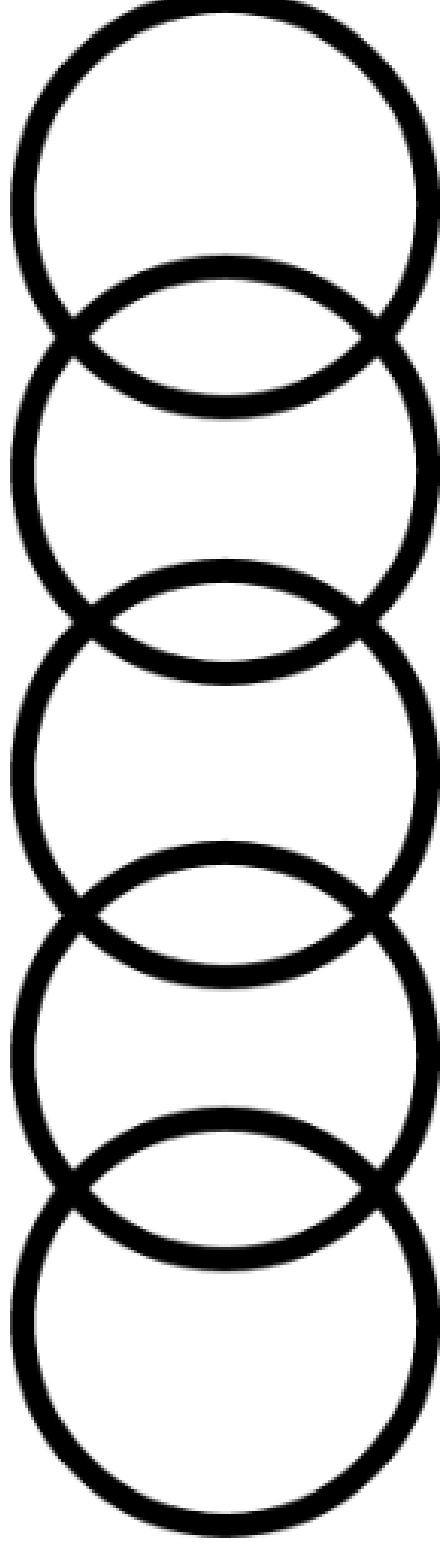


**#Challenge What if?**

**Commandagons**  
Answer the questions in black pen  
**Grow your answer in green**

## Paragraph Chain

Decide on an exam question and use this to sequence and link paragraphs to each other





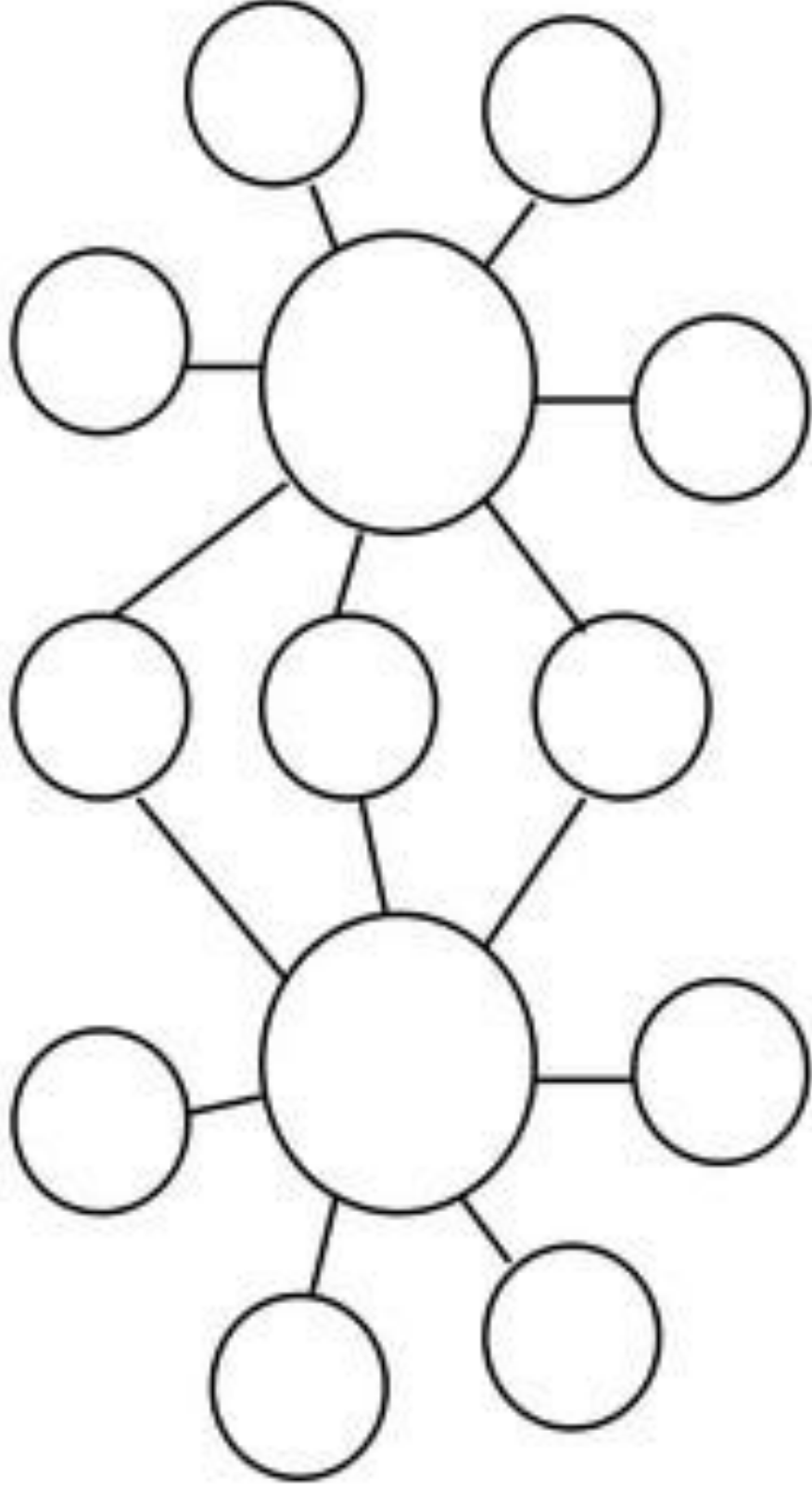
## Evaluation Line

Use this to support conclusions or opinions. Add concepts, ideas or paragraphs rating their support or opposition to the question.



## Double Bubble

Use this by entering two theories or concepts and identify how they are the same and how they are different.



## Brace Map

Use this to break down a big idea. Think of it as a mind map you can convert into an essay easier.

